The 'four resources model' in South Africa: An analysis of an in-service teacher training intervention for literacy at foundation phase level and its uptake by teachers at a Cape Flats school.

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COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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ABSTRACT

The ‘four resources model’ in South Africa: An analysis of an in-service teacher training intervention for literacy at foundation phase level and its uptake by teachers at a Cape Flats school.

Despite a wide range of teacher training literacy interventions in South Africa at foundation phase level, literacy results have declined according to local and international tests. This research outlines the basis of these interventions and then compares them with a new teacher training intervention based on what has been called “the four resources model” (Luke and Freebody, 1990). This intervention, designed by a specialised teacher trainer and offered by a Western Cape based NGO, is currently taking place in some schools that have achieved poor literacy results at foundation phase and is sponsored by the Western Cape Education Department. The research outlines what an intervention based on the four resources model involves, where the approach is compatible with the CAPS specifications for literacy teaching and where it diverges from the CAPS, and explores how foundation phase teachers at one school respond to the intervention in their teaching. This programme has not yet been researched and is the only teacher intervention programme in South Africa that is based on the four resources model. It differs from other interventions because it emphasises the importance of meaning making and of writing (particularly shared writing) in literacy development, as well as the role of higher order thinking, as opposed to decoding and comprehension which are emphasised in the literacy curriculum and pedagogy and in other teacher intervention programmes. Data was collected through observations of teacher workshops and classroom visits of the teacher trainer, teacher trainer interviews, classroom observations and teacher interviews. Refracted through the reflections of the teacher trainer on her decades of experience in literacy training and on the current programme design, the analysis probes the value of experimenting with an enlarged understanding of literacy as outlined in the four resources model. It charts the ways in which teachers’ understanding of literacy pedagogies slowly changes and adapts, revealing how teachers start to see the possibilities of creative engagement with text types, critical thinking, engagement with children’s prior knowledge and linguistic resources. While the hope is that the intervention will improve tests scores, the research was not able to verify this since the timing of the intervention does not correlate with the systemic testing schedule and release of results, nor the next international benchmark tests. The research reveals that the four resources model intervention does emphasise higher order thinking skills, in contrast to other interventions, and that this could have a positive effect on the PIRLS tests results, in the schools where it is offered. It also shows that there are limitations to the four resources model, in that it does not address the inclusion of multimodal pedagogies nor does it consider the realities of multilingual classes in South Africa.

Chapter One: Introduction

Introduction

The systemic assessments run by the Western Cape Government in the Western Cape, South Africa, which test language and literacy and mathematical competence, at Grade 3, 6, and 9 level show poor performance (Schafer, 2017) which falls far short of international standards (Attwell, 2016). The PIRLS 2016 results also revealed that almost 80 percent of learners in South Africa could not read for meaning (WCED, 2017). This has led to the problem being labelled a "literacy crisis". As a result, education departments and teachers choose to follow what is sometimes called a "back to basics" approach when it comes to literacy (Attwell, 2016). This approach is present in in-service teacher training interventions such as *Funda Wande* (2019) and the *Gauteng Primary Literacy and Mathematics Strategy, GPLMS* (Fleisch, 2018).

The "back to basics" solutions to the literacy crisis emphasize the building blocks of language and literacy, called the big five: phonemic awareness, phonics, vocabulary, fluency, and comprehension (BUALIT, 2018; Fleisch, 2018; Funda Wande, 2019). This approach encourages learners to begin their literacy learning with phonemic awareness, and once they have learnt that, they move on to phonics, vocabulary, fluency, and comprehension. Literacy is thus seen as a set of skills that can be learnt in a linear fashion. Interventions such as *Funda Wande* also emphasise reading for meaning, but still exclude other literacy skills that, it can be argued, learners need to acquire. This big five approach often casts learners as empty vessels, who bring nothing to the classroom, and need to be taught everything (Dyson, 2010). Their prior literary practices that they have engaged with at home, before school, are often not taken account of, or valued (Heath, 2001; Gee, 1996; Gee, 2002; Street, 1992).

Language and literacy testing regimes also include Progress in International Reading Literacy Study (PIRLS) assessments which focus on reading and comprehension. According to Prinsloo (2018), there are two problems with this test viz. content and testing language (Prinsloo, 2018). The PIRLS test is compiled in the USA, therefore the content of the reading passages may be unfamiliar to learners in South Africa, because they come from different socio-cultural backgrounds. The other problem relates to language, because the tests are translated into South Africa's eleven official languages. However, not all learners speak the standard versions of these languages and certain vocabulary items may be unfamiliar even to those who speak standard versions of the language. Therefore, children who are not first language English speakers could be set up for failure (Prinsloo, 2018).

Janks (2011) argues that another problem related to the PIRLS tests is that in South African schools, children are not taught to read for intended meaning until Grade 3 or 4. This means that many of these children might only be starting to read for meaning only at Grade 4 level. This is when they must do the PIRLS tests which require them to read for meaning, and answer comprehension questions (Janks, 2011). Children have been underperforming in these

assessments and this combined with the foreign content and language challenges severely disadvantages many South African children taking these tests and can skew results (Prinsloo, 2018). The PIRLS test can even set up English speaking children for failure, because they can read the words, but cannot always grasp the meaning of the text.

Background

There have been many foundation phase literacy interventions in South Africa since the early 2000s that have tried to solve the "literacy crises". In 2001 the WCED (Western Cape Education Department) introduced the *reading half hour strategy*, where learners had to read for thirty minutes every day in the classroom (WCED, 2001) and could choose from individual reading, shared reading, and paired reading (WCED, 2001). The *Litnum* (literacy and numeracy) strategy was introduced in 2006, with the literacy component following what is known as a "whole language approach" (WCED, 2006). It focused on several programmes at schools viz. teacher support and development, changes to classroom practice, pre-school strategy, community and family literacy, research, monitoring and support, coordination and sustainability, and learning and teaching support material (WCED, 2006). This was followed by the Drop Everything and Read or *D.E.A.R* strategy, that was borrowed from a programme in the United States, where learners and teachers had to regularly prioritise reading in the classroom (DEAR, 2013).

Other interventions reviewed by Fleisch (2018) include those which he was personally involved in, and seven other interventions that he was not directly involved in. In addition to these, there are also the *Magic Classroom Collective* intervention in the Eastern Cape carried out by the Nelson Mandela Institute for Education and Rural Development (NMI) (Ramadiro and Porteus, 2017), and the *Further Diploma in Education* at Wits, which was part of a research project (Adler et al, 2002). Most of these interventions provided resources, training and coaching for foundation phase teachers. However, they differ in their approach to literacy. Most of the interventions followed what is called a balanced or a whole language approach while there were also some that adopted the skills-based approach (Adler et al, 2002; Fleisch, 2018; Ramadiro and Porteus, 2017). In terms of teacher training and coaching many of the interventions are prescriptive, with some, such as the *GPLMS*, (Gauteng Primary Literacy and Mathematics Strategy) providing scripted lesson plans (Fleisch, 2018). The FDE course at Wits, and the intervention by Brian Ramadiro at NMI (Ramadiro and Porteus, 2017) had a more collaborative approach to teacher training and coaching. A recent intervention strategy called *Funda Wande* (2019) which makes use of online lessons for teachers, as well as classroom visits by teacher trainers, leads to a professional qualification for teachers. However, the Funda Wande (2019) programme which focuses on reading for meaning is also largely based on the skills-based model of literacy.

Despite the many and varied interventions, high numbers of learners are still unable to read for meaning at foundation phase level.

Rationale

As mentioned above, reading and writing are taught as separate skills in the foundation phase in many South African classrooms. This is evident from the Curriculum and Assessment Policy

Statement (CAPS) (DBE, 2011), in the *Funda Wande* (2019), and the National Education Collaboration Trust (NECT) (2018) reading strategy documents which pay attention largely to reading. Teaching writing in the classroom in South Africa is not prioritised and often involves an individualised approach, meaning that learners are first taught the building blocks of writing such as letters, sounds, words, and sentences (DBE, 2011). Once they can write sentences, the children's attention is drawn towards punctuation, spelling, capitalisation, and grammar (Dyson, 2008). Then children move from writing sentences to paragraphs. Children often practice writing on their own to prepare themselves for formal assessments (DBE, 2011).

Over time, as is evident from the PIRLS assessments, many of the literacy interventions in South Africa have not yielded results, and during discussions with other academics in the literacy field, I discovered that there are alternative literacy interventions that have not been researched yet. I met the teacher trainer from one of the alternative interventions, who works for *Science in Education*[1] (outsourced by the WCED) and she invited me to visit the school where she was doing the training workshops. I later attended training workshops and decided to investigate the programme, as I became interested in exploring how different this intervention was from other interventions explored above. At the workshops, I discovered that the trainer was using what is called the four resources model (Luke and Freebody, 1990). The following research questions then emerged.

Research questions

1. What does an in-service teacher training programme based on the four resources model involve?
2. How do foundation phase teachers at a Cape Flats primary school respond to the four resources training?

Based on these questions my research took the form of a case study of the training programme, with a particular focus on the trainer's rationale for the programme, combined with a focus on how the new ideas in this programme were taken up, or not, by teachers in a small Cape Flats school, which I have called Charlie Brown.

Chapter outline

In Chapter Two the theoretical framework relating to different approaches to literacy curriculum and pedagogy is explained in order to contextualise what is different about the four resources model. Various teacher training literacy interventions at foundation phase level are elaborated on and are briefly compared to the four resources model. Chapter Three is an overview of the research design, and the ethical considerations of the project. Case study methodology using ethnographic methods is discussed, as well as the data analysis methods that were used. In Chapter Four I provide a description of the four resources model that the teacher trainer based her training on, showing how it is compatible with the CAPS as well as

[1] Pseudonym used in order to protect NGO

the points at which it diverges from CAPS. I explore the rationale for the design, as well as the assumptions, methods and implications of the approach for teachers at foundation phase level. In Chapter Five I present and analyse the data from the three teachers from one school who participated in the training, exploring their responses to the intervention with reference to class observations in one class, and interviews with all three teachers. In the final chapter I look at the findings of the research project, the limitations of the findings and the implications of the findings.

Chapter 2: Theoretical Framework and Literature Review

Introduction

Literacy is often narrowly defined as the ability to read and write a language. Those who can read and write are assumed "literate" and those who can't, "illiterate." Many people still approach literacy from this perspective, today. In New Literacy Studies (NLS) these literacy definitions have been challenged. Street (1992) and Gee (1996) are two prominent theorists who work within the tradition called NLS and who have questioned these definitions of literacy. Street (1992) calls the narrow definition of literacy, which focuses on teaching the technical skills of writing a language, which then get applied to all contexts as if they are universal, the "autonomous model of literacy." He challenges this model and proposes a different way of understanding literacy in which he talks about different types of literacies, that refer to all the literacy practices in different domains in peoples' daily lives. A literacy practice can be any patterned activity that involves literacy, for example: making shopping lists, reading recipes, or discussing the news with friends. Gee (1996) agrees with Street that there is more of a continuum between oral and written literacies. However, he takes the idea of literacy practices even further, and states that all social interactions involve some form of literacy. Therefore, according to Gee (2002), literacy is a social practice. This approach is called the sociocultural approach to literacy. The sociocultural theory of literacy means that when two or more people engage in one or more of the four literacy activities: reading, writing, listening, or speaking, then they are engaging in literacy practices (Gee, 2002).

In schools, the autonomous model of literacy (Street, 1992) often prevails and it usually corresponds with middle class forms of socialisation and literacy practices (Heath, 2001). Heath (2001) showed, in her study on three communities in North Carolina, that different communities use literacy and socialise children into literacy in different ways which include regular bed time story reading for the Main Town's community, reading of factual books about colours and shapes in Roadville and a largely oral storytelling culture at Trackton. This led to the understanding that working-class children, and children from poor homes, often do not engage in literacy practices that correspond with school-based literacy practices. Therefore, at school middle class children are often at an advantage while working class and poor children can be at a disadvantage. This is because the schools often don't incorporate or value the literacy practices from different sociocultural backgrounds that learners come from (Heath, 2001).

Emergent literacy and literacy socialisation

Language and literacy practices (including story reading, storytelling, drawing and writing in 'literate' communities) socialise children into literacy practices. Early socialisation of children into the written word is referred to as "emergent literacy" (Kress, 1997; Bissex, 1984; Bock 2016; Sulzby et al, 1986; Bloch, 1997). Emergent literacy is the term used to describe the development of a child's literacy before school, which considers how children have observed and engaged with various uses of literacy in their sociocultural worlds. These literacy practices could involve storytelling, reading aloud to children, drawing, scribbling, writing attempts,

and invented spelling. In these practices, children also take risks by making meaning for themselves and by using signs and symbols (Kress, 1997; Bissex, 1984; Bock 2016; Sulzby et al, 1986; Bloch, 1997). This is where children learn concepts about print and directionality of print, the link between oral language and written language. Later, children take their home literacy practices with them to school, but these practices are often not recognised, because many schools have literacy programmes that are underpinned by the autonomous model of literacy (Street, 1992).

Literacy pedagogies

Two approaches to teaching reading and writing are prevalent in schools: the skills-based approach, and the whole language approach. The former is based on the autonomous view of literacy (Street, 1992). It is also called the bottom up approach as it starts with the sounds of the letters and builds up to reading in a linear way, emphasising five components in this order: phonemic awareness, word recognition, comprehension, vocabulary, and fluency (Adams, 1995; BUALIT, 2018).

Reading for meaning is central to the whole language approach which focuses on exposing children to as many different text genres as possible (Goodman, 1984; BUALIT, 2018). The teacher reads to the children daily and asks them to deduce the meaning of the story from the pictures and headings. Children are encouraged to read as much as possible, with a partner, and on their own, using pictures and headings to deduce the meaning. This is a literacy-based pedagogy that starts with reading for meaning, and then works back through the other five components mentioned above. However, the order in which these components are learnt may vary.

Apart from the two approaches above, there is the balanced approach (BUALIT, 2018; Dombey 1984). This approach incorporates both the skills-based approach and the whole language approach in the classroom. However, the teacher's own ideas about literacy, and the way that he/she defines literacy, will determine which approach is emphasised. In each classroom, the balance of the approaches, or the amount of time spent on each approach, will be slightly different (BUALIT, 2018; Dombey, 1984).

One problem with the above methods, is that they do not necessarily incorporate the literacy practices of the children in the classroom (BUALIT, 2018; Heath, 2001). This means that education departments and teachers often have a deficit outlook (Comber, 1997; Comber et al, 2004; Luke, 2003; Haberman 2019; Hill et al, 1999) when it comes to working class and poor children, because they don't bring the same literacy practices as middle class children to the classroom (Heath, 2001). As seen in chapter one, interventions to improve literacy are often also based on the deficit model, because they are designed for teachers without input from teachers or learners. This means that education departments not only have a deficit view of learners, but also think teachers are incapable of providing useful input for interventions (Fleisch, 2018).

In the classroom, teachers engage in deficit thinking not only by ignoring prior knowledge, but they also don't consider that different literacy practices are required for different literacy activities, involving different text types. For example, a learner may be able to make meaning

of fictional story books, but not be able to make meaning of non-fiction books, such as a Social Science textbook. If a child has not been exposed to non-fiction Social Science books, from Grade 1-3, and then is expected to read a Social Science textbook in Grade 4, he/she will find it very challenging (BUALIT, 2018; Gee, 2003). The reason that this will be challenging is that there is a vast difference between the way content is encoded in concepts. Social Science terminology is very different from the language used in story books. Therefore, they may not be able to understand what they are reading (BUALIT, 2018; Gee, 2003).

The sociocultural approach to literacy which emphasizes literacy as a social practice which children engage in, in their daily lives and which varies across different contexts, is an alternative to the whole language, skills based, or balanced approach to literacy. Many people are critical of the sociocultural approach of literacy because, in their opinion, it does not provide a teaching framework. However, Luke and Freebody (1990) have developed a framework for teachers for reading and writing based on the sociocultural approach, called the four resources model (Gee, 2003; Janks, 2011; BUALIT, 2018). The four resources model (Luke and Freebody, 1990) outlines four roles involved in the reading process. These are the reader and writer as: code breaker, text participant/meaning maker, text user/producer, and text analyst. For each of these components, Luke and Freebody (1990) suggest that a question be addressed. A code breaker needs to ask: How do I crack the code? This refers to the foundations of reading such as letters, sounds, and words. A text participant/meaning maker needs to ask: what does it mean? In other words, do they understand the text, and are they able to answer comprehension questions on it. A text user/producer needs to ask this question: what do I do within this here and now? This refers to knowing how and when to use certain texts for specific purposes. Text analysts need to ask: what does this do to me? This refers to analysing the text, and what it is trying to communicate, through the way it has been written.

The code breaking part of reading is about being able to read the words (Luke and Freebody, 1990). For example, the child may be able to read the words in a letter from a Jewish prisoner in a concentration camp but may not be able to understand all of them. Therefore, he or she can crack the code, but cannot go to the next step as a text participant/meaning maker, because he/she does not understand what everything means, for example, why the prisoner used a letter instead of another genre to deliver his message. Therefore, the learner cannot be a text user, and the learner will also be unable to analyse the text, if he/she cannot understand the purposes and meanings in the text.

The four resources model also challenges foundation phase learners to develop higher order thinking skills in the classroom. Higher order thinking skills are all those which are not related to decoding or direct recall of information (Janks, 2011; Bloom et al, 1956). While decoding involves low order thinking skills, text participant/meaning maker, text user/producer and text analyst roles require learners to use higher order thinking skills. Bloom's taxonomy (Bloom et al, 1956) consists of different levels of thinking such as comprehension, application, analysis, synthesis, and evaluation. A text participant is required to comprehend a story, but not only by direct recall. The role requires the learner to predict what will happen, contextualise the book, and discuss their opinions, engaging with the meanings (Janks, 2011).

A text user deals with application, how does a learner apply his knowledge when working with different texts genres. The last role, learner as text analyst, includes analysis and synthesis of texts.

The skills-based approach to literacy is questioned by Gee (2002), and Street (1996) amongst others. These scholars believe that divorcing literacy practices from their roles within society, for classroom purposes, does not help learners learn how to use literacy outside the classroom or even across different subject areas within schools. For example, in South Africa, the CAPS Grade 9 English syllabus requires learners to write a friendly letter. This is something they are unlikely to use, because they prefer chat applications on their mobile phones. However, if they learnt how to write a job application letter, this would be something that they could use in their everyday life.

A possible solution to the above problem lies in Luke and Freebody's (1990) model. The model was initially applied to reading, but they also state that the model could be applied to writing. BUALIT (2018) adapts the four resources model for the teaching of writing in the classroom. Code breaker refers to knowing the building blocks of writing: letters, handwriting, spelling, and punctuation. Text participant means writing as communicating messages in various contexts. Text user and producer refers to the different type of genres that learners are expected to write. Text analyst means that learners need to be conscious of how their writing influences others (BUALIT, 2018). The four resources model doesn't separate speaking, listening, reading and writing. Learners are expected to take on at least two or more roles during their lessons and to speak, listen, read, and, write in integrated ways.

Janks (2011) discusses the PIRLS tests which require learners to use a wider range of skills, than are taught using the "big five" approach and are closer to those suggested in the four resources model. Janks (2011) shows that based on Long and Zimmermann's 12 strategies for literacy development (Howie et al, 2006), many schools do not include the roles of text participant, and text analyst at foundation phase level. These skills include the following: comparing text with personal experience, comparing different text with personal experience, making predictions about what will happen next, making generalisations and inferences, describing the style and structure of the text. The Long and Zimmermann strategies do not include the role of text analyst, but Janks (2011) believes that young children are capable of critical thinking at a young age, and cites Vasquez (2003), who wrote the book *Getting Beyond the book "I like the book"* which provides examples of working with critical literacy with young children. Vasquez also wrote a book in 2014 called *Negotiating Critical Literacies with Young Children* which teachers can also use in the classroom, showing how it is possible to work with ideas of critical literacy with young children**.**

Writing pedagogies

When learners don't do well in literacy tests, the response is often a call for schools to go back to basics or skills-based literacy teaching to improve literacy. But Kress (1997) argues that skills-based literacy is an outdated way of teaching, and Dyson (2008) agrees though she also believes that the skills-based method is maintained in education because it makes it easy to test children.

Many educators believe that writing is closely related to speech, therefore they teach phonics, to help children with reading and writing (BUALIT, 2018). Writing pedagogies in South Africa (DBE, 2011; DBE 2019; Funda Wande, 2019) and many other countries, also follow a skills-based approach. Children learn phonics and sounds that are later used to write words, sentences, and then paragraphs. Once the paragraph has been written, emphasis is often put on punctuation, spelling, grammar, and capitalisation (Dyson, 2008). According to Dyson (2008) and Hall (1998) children are required to do individual writing, and not work in collaboration with others.

Dyson (2010) argues that children are expected to come up with ideas, plan and write their compositions by themselves. Dyson (2008) states that they may have help from the teacher, but they don't often help each other during the writing process. Christie (2003) argues that this makes writing for young learners a challenging process, because they don't have any resources except themselves and the teacher. There are some schools that may use a more social and interactive approach to writing, but research has shown that these are in the minority (Dyson, 2008; Hall, 1998; Dyson 2010; Christie, 2003; Bloch, 1997). Here we will discuss some of the studies that focus on the social approach to writing, and how this teaching literacy as a social practice, can help them to develop the four roles as outlined by the four resources model.

In Dyson's article (2008) about creative writing called the *Pinecone Wars,* the teacher tried to use the sociocultural approach which gave the learners agency, but her creative writing sketches did not relate to the children's everyday lives, because she was middle class and the children were working class. Therefore, the children decided to use a break time chase game, as an inspiration for their writing. The children planned, wrote, and drew the game, called *The Pinecone Wars,* in the classroom, and then put this into action on the playground (Dyson, 2008) so they were engaged as text decoders, text participants, and text users/producers.

Hall (1998) outlines how a teacher and her learners used play in the classroom as a way of challenging skills-based literacy teaching. The children (aged 4.5 to 5.5) were fully involved in the learning process and could use invented spelling. The teacher and learners wanted to build a garage in their classroom, therefore they visited a garage to get ideas and advice. The learners drew pictures, made notes, and wrote thank you letters after the visit. The next hurdle for the learners and teacher was to draw up plans and get permission to build. Building permission was granted, but they had a complaint from a fictitious neighbour called Mrs Robinson. The class and the teacher had to decide together how to respond. However, before the neighbour could reply a visitor got hurt at the garage opening. The fictitious Mrs Robinson found out and wrote another angry letter. The teacher and the class had to once again decide how to respond (Hall, 2011). This real-life simulation gave them the opportunity to play the roles of text users/producer, participants/meaning-maker, and analysts.

Dyson (2010) compares two kindergarten teachers' creative writing teaching. Mrs Kay did a sketch on the board, about birthday parties, with the children's help, so she used the shared writing process. The learners later wrote their own paragraph on the same topic and could use each other's ideas. Mrs Kay moved around to help with spelling and grammar. In this way she enabled the learners to be text decoders, text users, and text participants. Children were

able to collaborate with the teacher and use each other's ideas thus engaging in what is called collaborative writing (Cunningham et al, 1994). Mrs Bee expected the children to think, sketch, and write on their own. She did not want them to discuss their ideas first. However, the children ignored her, discussed their ideas, and used them for their writing. This means the children took it upon themselves to develop their literary skills as text participants, and users.

Christie (2003) presents several ways of understanding a scientific phenomenon. She worked with aboriginal children, and used books, real life experiences and collaborative writing. She first read factual and fictional books to the children about the life cycle of chickens. They then did practical exercises: cooked eggs in the classroom, and had eggs in an incubator, that later hatched. While the eggs were in the incubator, the teacher read to the children about the life cycle of the chicken. Afterwards they used collaborative writing to write about the life cycle of the chicken. Gee (2003) emphasises the importance of experiencing something before writing or reading about it. Christie's approach ensures that the learners are exposed to the practical and theoretical aspects of the learning process.

Teacher interventions

As mentioned in Chapter One, there have been many teacher interventions at foundation phase level in South Africa (Fleisch, 2018). These interventions have been implemented in several different provinces, but all aimed at poor schools where literacy skills are usually below average. Not only do the learners have poor literacy skills according to assessments, but the teachers are often seen as lacking in subject knowledge and teacher skills (Fleisch, 2018; Ramadiro and Porteus, 2017; Adler et al, 2002). These interventions all have one thing in common in that they all subscribe to the intervention model that Fleisch (2018) calls the "triple cocktail model" which involves providing teachers with resources, training and coaching. However, the implementation varies from one intervention to the next. Below, I briefly discuss how several interventions have adopted the triple cocktail model (Fleisch, 2018).

Two of the interventions are referred to as the *Early Grade Reading Study* (EGRS) and the GPLMS. Both interventions were based on a skills-based approach to literacy and were extremely prescriptive for teachers. Teachers were given lesson plans to study and were not allowed to draw up their own lesson plans. Highly prescriptive interventions are not always favoured by teachers (Fleisch, 2018) and take away agency from teachers (Ramadiro and Porteus, 2017).

There were two interventions that used the balanced approach to literacy. These include: *Reading is Fundamental* and *Learning for living programme* by the *READ Education trust* (Fleisch, 2018). *Reading is fundamental* had a prescriptive programme, but it was less prescriptive than the interventions that Fleisch (2018) was directly involved in. Lesson plans were not prescribed in this programme (Schollar, 2001), however teachers were carefully monitored by classroom visits after the teacher training took place. The *Reading is Fundamental* programme also did not have prescriptive lesson plans, but trained teachers on specific topics, such as comprehension, vocabulary development, reading assessment, and

integrating library into classroom practice (Fleisch, 2018). The balanced approach to literacy can be beneficial to learners, but it depends on who is delivering the programme, as to how balanced it is (BUALIT, 2018).

At least four interventions used the whole language approach: *Concentrated Language Encounter (CLE), Molteno project, Magic Classroom Collective (MCC),* and the *Wits Further Diploma in Education* (FDE) programme (Fleisch, 2018; Ramadiro and Porteus, 2017; Adler et al, 2002). The *CLE* programme provided training, a teacher manual, and a video (Fleisch, 2018). The *Molteno Project* had a very specific way of training teachers, and provided all the resources for the teachers, so that they all taught in the same way, therefore it was a highly prescriptive project (Fleisch, 2018). The *Wits FDE* programme was less prescriptive because the teachers were learners themselves who completed courses, and it was up to them how they used their course work in their classrooms. The lecturers visited classrooms and conducted interviews with the teachers in order to see how the course work had been taken up (Adler et al, 2002). *The Magic Classroom Collective* believed that teachers needed to work together with trainers. This intervention involved planning and preparation with teachers, co-teaching, and co-reviewing work and making revisions based on teachers' input (Ramadiro and Porteus, 2017). These whole language interventions are congruent with the literacy as a social practice approach, but the *FDE programme* and the ***CC*** differ from all the others, in that they don't prescribe exactly how teachers should teach in their classrooms.

The intervention that is the focus of this research also subscribes to some extent to the whole language approach, however, it is also underpinned by the four resources model and thus differs from all the above interventions. The trainer of this programme does not force teachers to follow the structure provided in her workshops but allows them to take up what they see as useful and implement it in their classrooms.

Although the four resources model offers us a more socio-culturally based pedagogy for teaching literacy, it does not deal with the issue of multilingual classrooms found in many parts of the world today. Teachers need guidance on how to approach literacy teaching in multilingual classrooms. An example can be made of South Africa in this regard, because it has eleven official languages, excluding dialects, and some languages spoken by very small communities. In the Language in Education Policy (LiEP, 1997) all official languages were given equal status. However, the CAPS document (DBE, 2011) suggests that learners can only receive mother tongue education in the foundation phase from Grade R-3. Thereafter, it is up to the school's governing body to decide whether to use English or Afrikaans from Grade 4 onwards. The reality is that most children are taught in English or Afrikaans from Grade 4 onwards. Children in South Africa often live in areas or move to areas where their mother tongue is not the dominant language. For example, on the Cape Flats most people speak Kaaps, but there are also English speakers and isiXhosa speakers. Many schools on the Cape Flats have Afrikaans as the language of teaching and learning, therefore many children do not even speak the language of instruction at home. Nevertheless, in the classroom they are expected to only use the language of teaching and learning. This means that the Education Department promotes the language ideology that sees multilingualism as a problem, instead

of a resource (Ruiz, 2010; Ruiz, 1984; Hornberger et al, 2016; Zuniga, 2016; Macias, 2016). In Chapter Four and Five I discuss how the intervention seeks to redress this situation.

In today's world, children are constantly bombarded with multimodal media, such as television, billboards, posters, adverts, and the internet. Multimodality means using different modes such as writing, drama, dance, music or technology to communicate (Jewitt et al, 2003). The four resources model does not address the concept of multimodality in the classroom and this means that there is a gap between learners' classroom and home environments (Jewitt et al, 2003). The CAPS document encourages teachers to use multimodality when teaching, and calls it the integrated approach, but only a small percentage of the classroom requirements for language teaching deal with multimodality, such as songs, poems, rhymes, and drawings. Stein (2003) and Newfield (2011) offer two examples of how multimodality can be incorporated in classrooms that are often lacking in resources. Stein (2003) got the young learners to: draw and write about their dolls; create dolls using scraps from their home environments; do puppet shows; and write stories about them. The children created dolls that were specific to their culture and told stories that also emanated from their home lives. In Newfield (2011) high school learners used praise poetry as a springboard for writing their own poetry, which was later turned into a book. Learners thus used praise poetry that was specific to their culture as an inspiration for their own poetry writing. In both cases learners engaged in multimodal literacy practices that used what they know, to create something new.

Conclusion

This chapter outlines how the autonomous view of literacy (Street, 1992) has been challenged by a literacy as a social practice perspective. An overview of the relevant literature has covered emergent literacy, literacy approaches, writing pedagogies, and teacher interventions. The four resources model has been proposed as another approach to be considered for literacy development. In Chapter Three I will outline how my research was designed to bring to light the underlying rationale and assumptions in the four resources intervention and how teachers responded to this enlarged view of literacy.

Chapter 3: Research design and methodology

Introduction

All research is conducted within a certain research paradigm. According to Terre blanche et al, (2006) there are three paradigms - positivist, interpretive, and constructionist with each consisting of a specific ontology, epistemology, and methodology. Terre Blanche defines these terms as follows:

a. "Ontology specifies the nature of reality that is to be studied, and what can be known about it."
b. "Epistemology specifies the nature of the relationship between the researcher, and what can be known."
c. "Methodology specifies how researchers may go about practically studying whatever they believe can be known."

The interpretive paradigm consists of an ontology that focuses on "the internal reality of subjective experience" (ibid, 2006:6) and this is what Dornyei (2007:38) refers to as "insider meaning". The epistemology is that the researcher must have empathy, and exercises subjectivity, while observing. The methodology is generally qualitative (Terre Blanche et al, 2006).

Qualitative researchers try to view the situation through the eyes of the participants. Therefore, the term "insider meaning" is significant in qualitative research (Dornyei, 2007). This is achieved through engaging with five important components - the type of data that is collected; the characteristics of the research setting; insider meaning; sample size; and interpretive analysis (Dornyei, 2007). Qualitative data consists of many different types of data including data in the form of texts and in the form of images. Texts may include documents, field notes, journal, and diary entries. Images can be photos, or videos. The research setting is important because the aim of qualitative research is to describe social phenomena as they are naturally occurring. There should be no attempt to change or manipulate the natural setting. Observations usually take place over a long period, so that enough data will be collected (Dornyei, 2007).

Qualitative research is often compared to quantitative research and criticised for the lack of validity, reliability, and generalisation (Merriam, 1995). However, as these two research methods are different, one must approach the issue of validity, reliability, and generalisation differently.

Internal validity is concerned with how well your research reflects the reality of the situation (Merriam, 1995). The validity of a qualitative study can be strengthened in several ways: triangulation, member checks, peer/colleague examination, statement of biases, and long-term engagement in the research site. This study predominantly uses the method of triangulation, because multiple sources were consulted in the process, including workshop attendance, interviews, class observations, and various documents. It also tracked the intervention across three different moments – the teacher training workshops, the classroom demonstrations by the trainer and the teachers' own class teaching.

Reliability is problematic in studies that involve people as the same study replicated twice won't produce the same results, as in the case of quantitative research, therefore Merriam (1995) suggests that in qualitative research it is better to speak of consistency, in other words, are the results consistent with the data collected. In terms of consistency, triangulation can also be used to ensure that the study is consistent or reliable.

Merriam (1995:173-177) suggests strategies that can assist with generalisation. The following have been used in my study: thick description, multi-case design and modal comparison (Merriam, 1995). Thick description provides an accurate and detailed description of the study so readers can determine if it applies to them or not. Multi-case design means looking at several cases. This study took place at a training workshop that included 40 teachers from various schools. Classroom observations of both the trainer's demonstration lessons, and the teachers' classes took place at one of the schools which has become the site for this study. Three teachers at the school took part in the training, but only one teacher's class is focused on in the observation data. Modal comparison is making comparisons of your area of study such as a teacher intervention and comparing them to other teacher interventions.

Qualitative research is motivated primarily by wanting to develop understanding of a situation (Maxwell, 2013:8-9):

1. Understanding the meaning, for research participants, of events, situations, and actions they are involved with, and of the account they give of their lives and experiences.
2. Understanding the context where participants find themselves, and how this influences their actions.
3. Understanding what processes determine how events and actions take place.

In order to understand this situation, a qualitative case study of a teacher-training intervention and its uptake by foundation phase teachers at the school, was decided upon. Due to time constraints, and financial constraints, it is not an ethnographic study, but uses ethnographic data collection methods.

According to Yin (2006:111) "the strength of the case study method is its ability to examine in depth, a case within an everyday context." Yin (2006) and Knobel et al (1999) both state that a case study is useful for answering what or how questions. A case study can be single or multiple depending on what the researcher wants to find out. In this case study, the teacher training intervention and its uptake in one school is used, and three classes from Grade 1-3 have been studied (Yin, 2006).

Research site and participants

In Cape Town, Western Cape, eight schools with poor results in local and international literacy tests were selected by the WCED to participate in a teacher training literacy intervention at foundation phase level. *Science in Education (SiE)*, an NGO, was chosen by the WCED to do the work. *SiE* employed Mary-Anne Richards as their trainer to design the intervention and work at the Afrikaans schools on the Cape Flats. Mary-Anne's training design is based on the

four resources model, and she does workshops, followed up by class visits for foundation phase teachers. There are three workshops a year, and three class visits, one for each term of the year, except for the fourth term. In this research study, only one school was chosen for research purposes.

Mary-Anne is a qualified teacher with 5.5 years of teaching experience at foundation phase level. She taught for a couple of years, and then left teaching for about nine years. Upon her return to teaching she discovered that the way she had been taught to teach home language was ineffective. She started to do research, got herself a mentor, and eventually discovered the four resources model. Once she had immersed herself in this model, she became a teacher trainer for *SiE*.

Charlie Brown school is situated in an area near to Muizenburg and is a state school with two classes for each Grade from Grade 2-7, one class for Grade 1, but no Grade R class. There are 30 to 40 learners in each class and the language of instruction is Afrikaans. English is taken as a First Additional language, and most of the learners speak the local Afrikaans dialect as a first language. However, there are also some learners who may speak isiXhosa or English at home.

The school is situated next to a church, but the church grounds are out of bounds. There are some small trees on the school grounds, and the playground is sandy without jungle gyms or swings for the children to play on, and not much shade. The original school building is 81 years old, and the original structure is still standing. In addition to the school building some prefab buildings have been added as classrooms and toilets. There are also a few shipping containers that are used for the School Feeding Scheme.

The school is in an area which has a high incidence of poverty, drug dealing, drug use, and crime, well known for a low matric completion rate, and high unemployment. This often forces inhabitants to earn money by illegal means such as drug selling (Cape Town Government, 2011; Cape Town Government, 2018). On the principal's door there is a sign that reads "this is a no gun zone." The learners in the foundation phase were overall well-disciplined and well behaved. The classrooms all have desks, chairs, blackboards, books to read, books to write in and writing materials. The teachers have also decorated their classrooms with pictures and charts. There is no official library, but there is a room that doubles as a staff room, photocopying room and an unofficial library. Many books are stored here, but there is no librarian. The staff can work in this room, and volunteers also use it to work with learners individually.

Three teachers attended the workshop from this school but only one teacher is focused on in terms of classroom observations in this research project, though the other two have taken part in the interviews.

Mrs Varney, the Grade 3 teacher who is the primary focus of this study, comes from a family of eight children, many of whom became teachers. Mrs Varney is currently the Grade 3 teacher, the head of department for foundation phase and has spent time as deputy headmistress. She has been teaching for more than forty years at foundation phase level, and at Charlie Brown school for about fifteen years. She moved with her current class from Grade 2 to Grade 3. There are thirty-four learners in her class. She, together with her sister Mrs

Barry, who teaches Grade 2 and Mrs Henry, who teachers Grade 1 were mandated by the school to attend the training workshop which Mary-Anne conducts.

Data collection

The intervention consisted of teacher workshops once a term, followed by one class visit per class from Grade 1-3. I attended three teacher training workshops based on the four resources model. These were all recorded by phone and/or voice recorder, and after each workshop the researcher interviewed Mary-Anne. I also attended Mary-Anne's classroom visits to Grades 1-3 after two of the workshops. These class visits were also recorded, field notes were taken, and Mary-Anne was interviewed after each one (for sample interview questions see appendix A). In addition to the workshops and class visits with Mary-Anne, I also did six classroom observations. One each in the Grade 1 and 2 classes, and four in the Grade 3 class. The Grade 3 class observations were only used for the data analysis while the other two class observations, although recorded, were not included due to the scope of this project. Field notes were taken during the observations, but only those from the Grade 3 class were used (Yin, 2006; Knobel et al, 1999; Dornyei, 2007). After the teacher observations, I interviewed all three teachers, and these were recorded and transcribed (for teacher interview questions see Appendix A).

I also collected Mary-Anne's teacher handouts (see Appendix B) from the workshops and used the CAPS Grade 3 Home Language (DOB, 2011) document, because teachers use it in the classroom, and it was quoted in the handouts. Examples illustrate how the trainer orientated teachers to the CAPS document while, at the same time her training went beyond the prescriptions of the document. The document requirements are also used to show ways in which the document lowers expectations for children, and to expose what it prioritises as the core literacy aspects that need to be emphasised. Extracts from the CAPS document (see Appendix C) were also selected as evidence to illustrate problems with the literacy curriculum. These selections from the CAPS document can be found in Chapter Four. Other documents consulted during the research were the DBE's Language in Education Policy, WCED's Literacy and Numeracy strategy and Guidelines for the Literacy half hour.

Data analysis

The four resources model was used as a framework for analysis, as outlined in Chapter Two. I focused on each of the four roles one by one. The four roles therefore became the themes that I encountered and explored while going through the data. Three of the four roles are underpinned by higher order thinking and this was an additional theme that came up for analysis. Two other themes came up during analysis which were not related to the four resources model. These were multilingualism and multimodality. Once the themes had been identified, the data from the workshops, the class visits, and the class observations was colour coded according to the theme, and data was selected to be analysed. This type of analysis is called thematic analysis (Maguire et al, 2011).

Another type of analysis that is important in qualitative research is discourse analysis, and it is primarily used to analyse the spoken word (Cameron, 2001; Jaworski et al, 1999). According to Cameron (2001) and Jaworski et al (1999) we analyse spoken language beyond the

sentence. This means that we look beyond a person's words, to decipher their attitudes, values, and beliefs. In order to conduct discourse analysis for this research a table was used to analyse the data. The table answered the following questions:

1. Who said it?
2. What did she say?
3. What is the meaning behind what she is saying?

An example from the data that is used in Chapter 5 can be given here. Mrs Varney said the following during an interview:

> *….I am very excited about home language, because I know that our systemic test results are very low. This is because our classes are mixed with different colours, and languages, but we must be positive, and help everyone. You cannot just abandon those who can't read, you must help everyone.*

Here Mrs Varney implies that the multilingual and multicultural classrooms are responsible for the poor test results, but she does not say it directly. She tries to cover it up by saying that teachers must be positive and help everyone. Discourse analysis enables us to discover that what she is trying to communicate, is more than just what she is saying, but it is the meaning behind the words.

Ethics

There are several ethical principles that must be considered in educational research. Hammersley (2017) focuses on three important principles: minimising harm, protecting privacy, and respecting autonomy. Each of these applies to the human subjects that one works with in qualitative research.

With regard to minimising harm, I ensured that all research participants were comfortable with being observed and recorded and that they were not offended or embarrassed by any of the questions.

In terms of privacy we need to ensure that the right to privacy is not violated. Pseudonyms were therefore used for the research site, the NGO, and for all the research participants, so that no one will be able to identify them.

The last important ethical principle is respecting autonomy. Here, it is important to gain consent from all research stake holders and participants (see Appendix D). Ethical clearance and approvals were obtained from the University of Cape Town and the Western Cape Educational Department (see appendix E). The NGO and the trainer involved in the training signed consent forms as well as the school principal, the teachers, and some of the children's parents. Parents signed consent forms on their behalf. Unfortunately, not all of the parents are able to read, so not all of them were able to fill in consent forms, as a result, no writing samples (as originally proposed) were used without the parents' consent. Simple consent forms were also given to the children to ensure that they felt comfortable with the research taking place.

Limitations of the research

Eight schools are involved in this intervention, but it would be impossible to include all the schools. Language is also a factor, as four of the schools are schools where isiXhosa is the language of teaching and learning. I am not fluent in isiXhosa therefore it was better for me to focus on the Afrikaans schools. One of the Afrikaans schools was selected to participate in the research.

With regard to classroom observations, most of the literacy lessons observed were reviews of previous lessons that they had done. Mrs Varney may not have felt comfortable with teaching a lesson from the beginning, preferring to stick to what she had tried and tested. This means that I was unable to see the teacher start the lesson with a completely new story book. Children were already familiar with the story books that were used. The results may have been quite different if I had observed lessons from the beginning.

Conclusion

In summary, the research design was qualitative and made use of the case study approach. Data from many sources was collected and analysed mainly according to thematic and discourse analysis. The ethical issues underlying the research and the limitations were also considered. In Chapter Four and Five the data is grouped into the main themes and analysed. Chapter Four focuses on Mary-Anne and her contributions to the teacher training intervention, while Chapter Five deals with the teachers' responses to the teacher training intervention.

Chapter 4: A descriptive analysis of the four resources training

Introduction

In previous chapters the poor results of the PIRLS tests and the systemic tests, the different theories about learning literacy, and the four resources model were discussed. Drawing on the data collected from the observations of the teacher training intervention and the class visits at Charlie Brown school, as well as the interviews I conducted with Mary-Anne, this chapter presents the rationale for Mary-Anne's literacy intervention, analyses the role the four resources model plays in the training, and shows how it compares with current approaches to literacy in South African schools. What will become apparent is Mary-Anne's unique approach to working with teachers, based on her many years of experience, and reflection on literacy teaching.

Mary-Anne recounted her teaching background during one of the interviews.

> *M:……I did my initial three years of teaching, because I had a bursary, and then I left teaching, and then I came back, about 9 years later, and um that was when I went into a Grade 1 class, and what I had been taught , the phonics stuff, just did not work, and I knew the problem was what I was doing with the children, so that was when my education really started. I had to start reading, and I read blindly, and I found an extraordinary mentor, a British woman trained in the UK, and so she became my mentor. She gave me all sorts of things to read…My practice shifted a lot, and it was strengthened, because I said when I am employed to run any courses, I want to be able to go into schools, and do some working alongside teachers in classrooms, so they can see how you can implement what happens in the workshop, in their classrooms. Because I remembered when I taught, when I initially read books from the library, and I would think it is exciting, but I can't work out how to do it in my own class.*

Mary-Anne completed a three-year teaching diploma for foundation phase and taught for 5.5 years. The above extract shows that her literacy journey was not linear. She started with teaching, left teaching, came back to teaching, and now does teacher training. As a mature teacher she realised that the phonics method that she had been taught at teacher training college did not work, so she went in search of answers. She realised that she could not be the only teacher struggling and that if she was later to be involved in teacher training, she needed to make literacy theory accessible to foundation phase teachers.

Challenging the deficit model

Mary-Anne believes that teachers were not consulted when the Department of Basic Education (DBE) drew up the CAPS curriculum. In addition to drawing up the curriculum, the DBE also provides the teachers with workbooks and lesson plans. According to Ramadiro and Porteus (2019) while the workbooks may be useful, in some classrooms the teacher does not use anything else, even though the workbook is supposed to be supplementary lesson material. The department provides a curriculum, workbooks, and lesson plans to foundation phase teachers, but the teachers don't contribute towards these documents. This suggests

that the DBE is drawing on a deficit model of thinking when it comes to the teachers and believes that teachers are incapable of contributing towards a curriculum, despite their many years of experience.

The overview in Chapter Two shows that many teacher training interventions follow a deficit model and expect teachers to follow prescriptive lesson plans (Fleisch, 2018). However, there are some that don't dictate, including the *Science in Education Programm*e. Mary-Anne does not expect the teachers to follow her workshops, notes, lesson plans, and class modelling religiously.

> *M: So you know what I would say to you, I don't ever say to them go back and do it exactly as I have done, but what I am hoping is that they will be able to pick up parts of that, and work with it.*
>
> *M: So in myown head when I am doing this workshop I am saying look at the resources the story offers us, you can do so much with a story, and if I was working with a class, I would do things in three kind of phases, but I am not insisting that they do three phases….*

Mary-Anne also states that she wants the teachers to focus on higher order thinking skills (Janks, 2011) and on talking about the text before they read, so that learners can understand what they are reading. Therefore, it is about enabling teachers to choose activities that include higher order thinking skills that will work for their children. Teachers are also free to adapt the activities for their classrooms.

> *D: The main thing is that they are giving the children practice in using the higher order thinking skills?*
>
> *M: …Thinking skills and this the notion of, that notion that, you introduce ideas before you start to read the story…..*

Mary-Anne believes in teachers' potential and allows them to exercise agency in the classroom, particularly when it comes to the importance of writing.

It is clear from the CAPS that expectations of learners are low, especially when it comes to writing. The "independent writing" assessments for the end of each grade differ. In Grade 1 the CAPS document page 78 states: "*writes at least three sentences of own news or creative writing story using sounds learnt, and common sight words, capital letters, and full stops."* In Grade 2 page 103: "*writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration*." In Grade 3 page 129: "*drafts, writes, edits, and presents own story of at least two paragraphs (12 sentences)***".** In the following quote Mary-Anne states that in poorer schools, the teachers follow the CAPS document prescriptively, including the minimum standards that it provides for writing:

> *M: …. I mean CAPS does say it provides the minimal standards to which they are meant to be teaching to, and that is absolutely true, but it does these dreadful things like says that children have to be able to write one sentence independently by the end of term 3, those are Grade 1s and it does that throughout Grade 2 and 3. Teachers take that really*

seriously, unless you come from a private school where there is a real sense of pride in the work that you do. A lot of the teachers teach to that kind of a minimal standard.

Mary-Anne suggests that many teachers don't believe that learners are capable of more, and don't expect them to do more than what is required:

M: …. A lot of the teachers teach to that kind of a minimal standard. So that is one of the first things I throw out. I say to them what you can imagine you can do, if you think you can do it….

If you plan something and you are teaching the lesson, and you get the sudden sense, this voice that talks to you then go with it, and work with it, don't stop because the 30 minutes is over, or because CAPS says they can only write three sentences at this point of the year. Go with it and let them write as much as they want to write. Give children that potential trust in their ability, to think, and work to want to put things down.

….There is a sense of having confidence that children can learn if you step up and work in ways that motivate them, interest them, and inspire them.

Mary-Anne thus emphasises that teachers need to believe that learners can do more, expect them to do more, and should always encourage their children to write as much as possible. Mary-Anne is also convinced that if the teachers set higher standards, then the learners are far more likely to be motivated and achieve over and above the CAPS writing assessment requirements. This is the opposite of the deficit approach to teaching.

Another shortcoming of the CAPS in terms of the deficit model is the lack of emphasis on poems, songs, and rhymes, which are resources that the children can bring from home. Though the CAPS discusses integration of language and arts briefly in the beginning of the document, these ideas are not carried through to the lesson requirements. Mary-Anne comments on this:

M: I don't ever see children doing movement, and I hardly hear songs being sung in schools in foundation phase, very seldom see things like poems, or movement or action poems. It is very unusual, and I think it is because of the CAPS, it does not state that.

M: The CAPS does talk about poems, rhymes, and songs but very kind of haphazardly, so that, and I think the curriculum advisors, my sense is that, I have never asked them, my feeling is they are no longer really focusing on those, because I don't hear children singing in schools anymore, and I don't hear children... and I mean it's crazy!

Examples from the CAPS syllabus show that poems, rhymes, and songs do appear in the syllabus, but there is not a great emphasis on them. For example, in Grade 1, term 1, under the heading listening and speaking, only two requirements mention singing in and/or poetry and rhymes. The two requirements are: "*sings songs and does actions, and listens to stories, rhymes, poems, and songs with interest and acts out part of the story, song, or rhyme."* In the reading section, poetry is only mentioned once under shared reading, and there is no reference to songs or rhymes. In Grade 2, term 1, poetry is only mentioned under paired or independent reading, and there is no reference to rhymes or songs. In Grade 3, term 1,

poetry is only part of the shared reading syllabus and there are no requirements that deal with rhymes or songs.

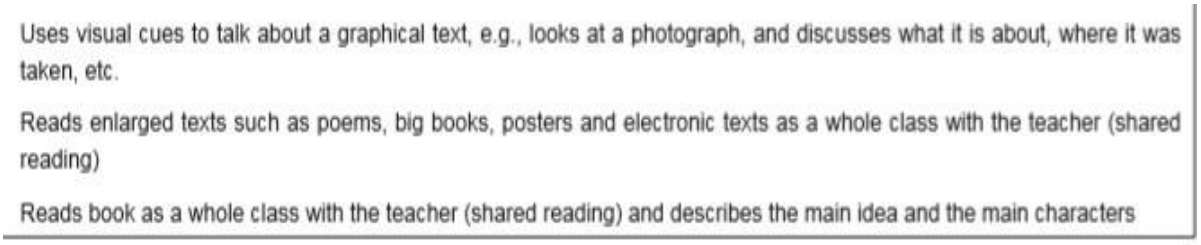
Mary-Anne explains the importance of songs and rhymes. Poetry is not specifically mentioned here, but what she says also applies to poetry as she argues that songs, rhymes, and poetry are all important for phonological development. These different oral genres will help children identify rhyming sounds and talk about the sounds that they hear, without having to be too explicit about phonics.

> *M: And lots of songs have a lovely play with rhyme….and the repetition…and that is part of the phonological part of language where we are actually trying to train children's ears …and helping them to talk about what they are hearing… recognise, identify, speak about…*

Mary-Anne believes that the lack of poems, songs, and rhymes in classrooms is not only a problem for children's phonological development but also for the development of their imaginations. In the quote below, Mary-Anne and I discuss the lack of activities that help to develop imagination in schools. Mary-Anne states that she has come across integration of arts and languages in schools in Beaufort West, because they were using a programme developed by a private entity, but that in general, she does not encounter it often in schools. This is because the CAPS document brings in creative arts activities to the home language syllabus. Creative arts are covered in the life skills syllabus (DBE, 2011), but they only have life skills for seven hours a week in Grade 3, and only two hours are allocated to the creative arts.

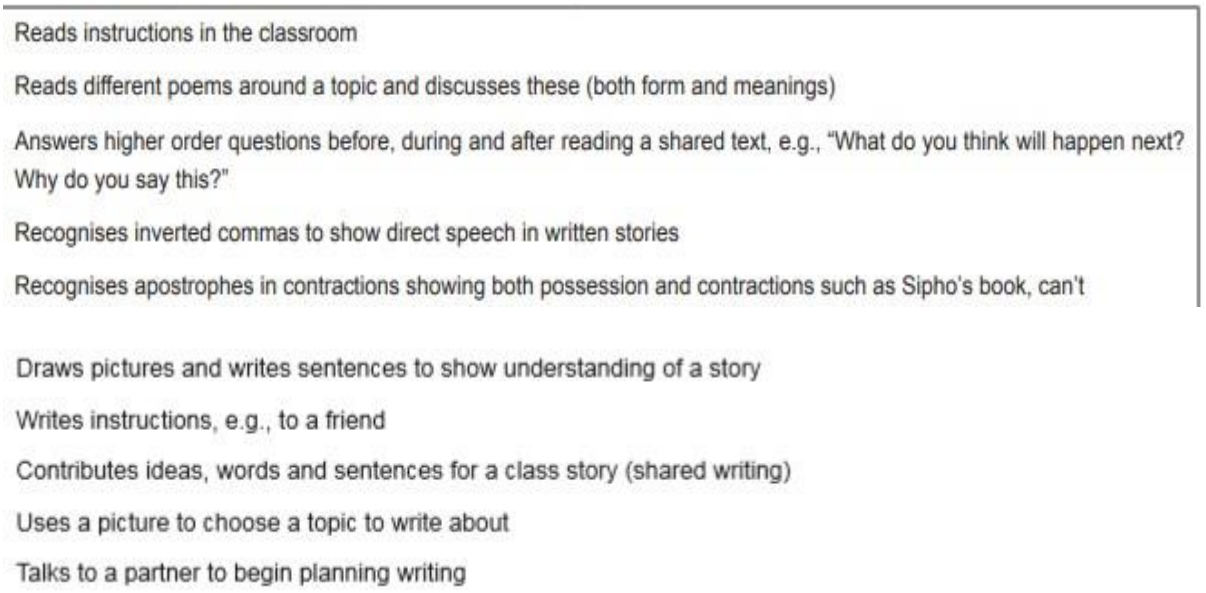
> *D:… I was just wondering you know, even though they don't have the music, art, or drama classes, they do still have the life skills, I mean do you think that is enough or do they need more, to help them to improve their imagination?*
>
> *M: So, when I worked in Beaufort West, the teachers were all using a programme that was written by some independent thing, where they linked language teaching and life skills. So, that was really nice, because they made it quite official, and the schools were doing art, and there was a lot of singing, and a lot of reciting of poems. I think that is great, but my feeling is that there is not enough….*

Learners need to develop their imagination, so that they can excel in creative writing, but the creative arts are lacking in the home language syllabus. The excerpt below is from term 1 of the Grade 3 CAPS requirements for shared reading and independent writing. Poetry and graphical text, photographs, and drawing are the only creative art types that are mentioned, but only five out of the thirteen requirements, mention any form of creative arts.


Uses visual cues to talk about a graphical text, e.g., looks at a photograph, and discusses what it is about, where it was taken, etc.

Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)

Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters


Reads instructions in the classroom

Reads different poems around a topic and discusses these (both form and meanings)

Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"

Recognises inverted commas to show direct speech in written stories

Recognises apostrophes in contractions showing both possession and contractions such as Sipho's book, can't

Draws pictures and writes sentences to show understanding of a story

Writes instructions, e.g., to a friend

Contributes ideas, words and sentences for a class story (shared writing)

Uses a picture to choose a topic to write about

Talks to a partner to begin planning writing

Figure 4.1: Extracts from CAPS pages 106-107, 109

CAPS therefore presents a curriculum where learners need to focus more on decoding, rather than learning poems, rhymes, songs or other creative art forms. In the home language syllabus for Grades 1-3, the learners are required to spend three hours and forty-five minutes a week, out of a total of five hours, on reading, phonics, and writing activities that only focus on decoding. This demonstrates that the Education Department puts decoding at the centre of language development and does not see the development of children's imaginations as important.

Training based on the Four Resources Model

As an alternative approach, and to address some of the problems outlined by Mary-Anne, she focuses on the four resources model, which includes the roles of text decoder, text participant, text user, and text analyst. Mary-Anne always incorporates at least three parts of the model in her teacher training demonstrations.

Being a text analyst/critic

The analysis starts with the most complex role and the one given least priority in schools in South Africa. According to Janks (2011) being a text analyst means that learners need to ask questions about the power relations in the text, so that they understand who has the power, who does not, and why. Learners need to ask themselves what message they are sending to the audience and writers need to ask themselves who they are empowering, and who they are disempowering. In the home language CAPS document for Grade 3 learners are almost never required to use analytical thinking when reading and writing. The learners do shared reading, group reading, and independent reading three times a week for fifteen minutes. Shared reading is the only section that has two out of twenty-eight yearly requirements that

deal with analytical thinking. The two requirements from CAPS on page 113 and 125 can be found below and these pertain specifically to the visual mode of communication.

> *Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g., "Who is this advertisement meant to appeal to? Why do you think this?"*
>
> *Uses visual cues to identify the purpose of advertisements and the intended audience*

CAPS specifications for group reading and independent reading contain no critical thinking activities. In terms of the shared and group writing activities, there are no activities that require learners to think about the impact of their writing on others. According to Janks (2011), many curriculum writers don't believe that young learners can think critically about what they read and write, because they think that critical thinking is too difficult for young children.

In contrast, Mary-Anne draws the teachers' attention towards critical thinking activities in the foundation phase. She suggests that the four resources model is a completely new concept for the teachers to grasp in theory and in practice, so teachers can get overwhelmed. In the second workshop Mary-Anne did a brief critical literacy exercise with the teachers. To start this work, she used an advert about hamburgers (see figure 4.3.5) and asked the teachers who they think the advert was targeting. Below is the transcript of the exercise she did with the teachers, showing how the teachers disagreed about who the advert was targeting. After some of the teachers answered, "Sea Point", and some "Mitchell's Plain", Mary-Anne pointed out that the boy in the advert was "white". Then two of the teachers disagreed about the target market. One said that it would be Sea Point, because the address on the advert is in Sea Point, but the other argued that the advert was targeting children and children don't see colour, so it could be in Mitchell's Plain. Here, both the teachers can see the advertisements from different perspectives and arrive at different answers.

> *M: and then the last one is the critical analysis. So, colleagues where do you think this advert is going to appear? You did say a bulletin board, a newspaper. Which newspaper I am going to ask you…. we are doing critical literacy now. Which newspaper? Which bulletin board? Which area? Which suburb?*
>
> *Teachers: Mitchell's Plain, Sea Point.*
>
> *M: So, if you saw the colour of this you can see that this is a very white little boy? Do you still think this is a good idea to put this ad in Mitchell's Plain?*
>
> *T: No, Sea Point and surrounding areas*
>
> *M: Probably a handout in Sea Point*
>
> *T: Because the address is in Sea Point, so that will be their target*
>
> *M: Their target market*

Mrs B: But Mary-Anne, I think Mitchell's Plain because children don't see colour. Another teacher: No, but parents see distance. Mrs B: but the target is a child. Children don't see colour.

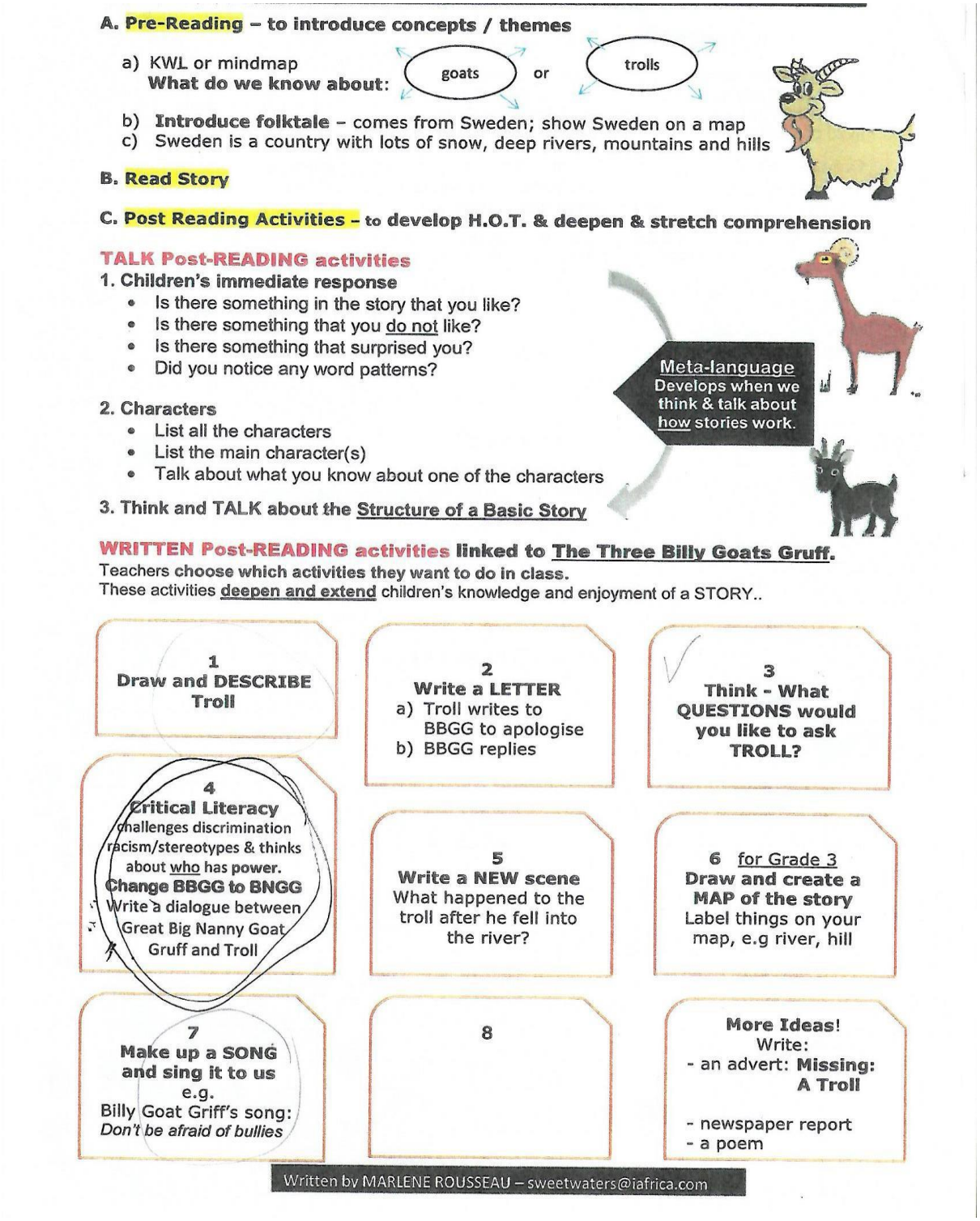


Fig 4.2: Working with a Swedish Folk Tale- The Three Billy Goats Gruff

Another example of critical analysis can be found above in the second workshop, where the teachers read the story, *The Three Billy Goats Gruff (see appendix D for the story)*, and had a brief look at the pre-reading, and post-reading activities. In the third workshop, Mary-Anne and the teachers revisited this story. The last group of activities on the page involve integrating the creative arts with language, that they can adapt or use in their classrooms. The activities include drawing, critical literacy, drama, music, and designing an advert. One of the activities that a group of teachers did in the workshop, was the critical literacy activity. In the original book the main character is a male goat, but in this activity, Mary Anne gets the teachers to change the male character into a female character and write a dialogue between the nanny goat and the troll. Below is the transcript of what the teachers came up with:

> *Nanny goat addressing the troll: Who do you think you are? Do you think because I am a woman, I will take a chance? Do you think you are going to eat me?*
>
> *I heard the story about you frightening the small goats that are passing over the bridge. I am going to show you who I am. Okay?*
>
> *What do you say? Eh?*
>
> *Come! Come here!*
>
> *Narrator: The troll climbed onto the bridge lost his balance and fell into the water.*
>
> *Nanny goat: Come on goats let's go and eat the green grass*
>
> *Narrator: The mother goat and the little goats happily crossed the bridge and enjoyed the lovely green grass.*

In the above drama, the nanny or female goat is presented as a powerful character, challenging the troll who is male. The troll is portrayed as a weak character, unable to speak up for himself. The teachers are therefore acting out reversed stereotyped gender roles and sending out the message that women can also be strong, and can challenge men and be successful at challenging men. The following comment made by Mary-Anne reinforces the message that the actors are trying to get across:

> *Mary-Anne: Critical literacy, where we are looking at who has got power and we are looking to challenge that a little bit. We know that as girls we are all brought up to accept things that happen to us, and to be quiet, and bullied. Sometimes things happen to girls, and they are too ashamed to say what is happening, so partly what we are doing here, is we are also giving them the courage to speak out.*

Mary-Anne's comment agrees with Janks (2011) who states that readers need to understand the power relations within a text.

Another one of the activities was for a group of teachers to create a "missing" poster for the troll. The drawing, font, and missing details were done creatively, but the group ran out of time for discussing the critical thinking aspects. After the workshop, Mary-Anne explained how she would work with the image. She mentioned that the troll was drawn as a dark coloured figure with thick lips. This is stereotyping of the evil character and could be offensive.

Mary-Anne said that she would discuss this with the teachers in workshop four, to make them aware of the racial undertones of their missing poster and of stereotyping, so that if they do these activities with their learners, then they can pick it up in the learners' work. Discovering stereotyping in the learners' work can also be an opportunity to engage in further critical literacy discussion, not by pointing it out to learners immediately, but by guiding them through questioning to find the solution to the problem.

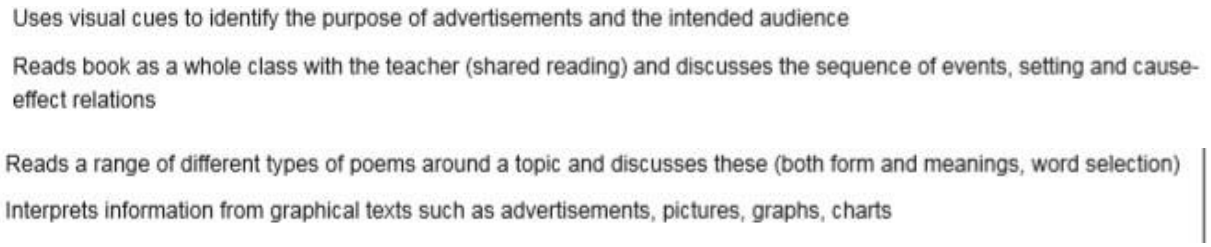
Mary-Anne and I agreed that critical literacy can empower girl learners to speak up about gender-based violence as we saw in the play. In the next quote, Mary-Anne and I discuss this further.

> *D: I was just thinking in general the critical literacy, how does it, I mean I suppose in a sense it also empowers all the girls and boys, and the teacher, to be able to think, I suppose think differently, or think in different ways about a specific topic, look at a specific topic from different angles.*
>
> *M: It is quite complicated, I mean you can have fun in a foundation phase, because you can do it a lot with stories, so I will also show you, um it is lovely to think about the troll, it is lovely when we have more time in workshops who is this troll? What is his story? What happened to him? and so you get some very interesting things coming up….*
>
> *D: Yes, I am sure, and also in a sense of like, as I say people don't just become bullies overnight.*
>
> *M: Yes, exactly.*
>
> *D: I mean that is a similar sort of thing, there is a whole, there is a lot of stuff, reasons why they become like that.*
>
> *M: Ja. So, in a funny way it is easy to do in foundation phase classes I think, because you can work a lot with stories, and then very gently, kind of extrapolate.*
>
> *D: And the children are also more, they will just say whatever they think as well.*
>
> *M: …They do, much more open.*
>
> *D: Than an intermediate or senior phase, ja.*

Mary-Anne thus argues that critical literacy enables learners to look at the same story from different perspectives. She also says that in the foundation phase you can use stories a lot. For example, another activity that Mary-Anne suggests for *The Three Billy Goats Gruff* is the story of the troll, one can ask questions about the troll: who is the troll? What is his story? What happened to him? The troll is the bully in the story, and here, you are asking the children to think about why people become bullies. Young children can answer these questions and are more open to saying what they think than older learners, showing that young learners can contribute meaningfully to critical literacy, and again reinforcing Janks's (2011) argument that critical literacy should not be ignored in the foundation phase curriculum.

Text user/producer

The text user/producer should be able to recognise, identify, and talk about all texts that they come across. They should also be able to identify the purpose, form and structure, and what type of language is used. In terms of writing, this means that learners need to be familiar with the conventions of different text genres, and how to write them. The CAPS document for home language in Grade 3 does make use of text user activities, but it focuses much more on decoding and text participant activities over and above text user activities. For example, in shared reading, group reading and independent reading, only shared reading includes text user activities. In my analysis of the CAPS at Foundation phase level, the annual text user requirement for shared reading is only three out of twenty-eight requirements. Below 1,3, and 4 represent these requirements.


Uses visual cues to identify the purpose of advertisements and the intended audience

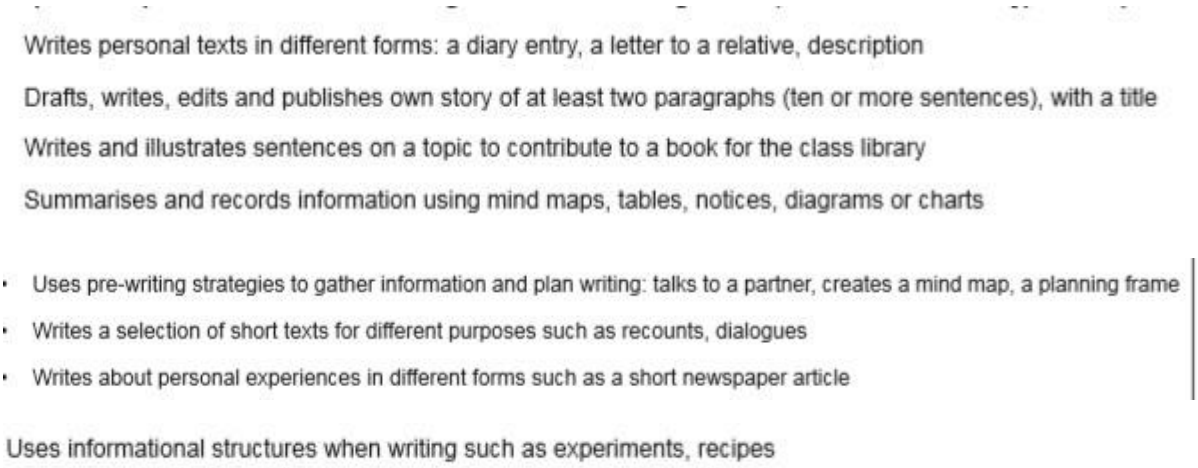
Reads book as a whole class with the teacher (shared reading) and discusses the sequence of events, setting and cause-effect relations

Reads a range of different types of poems around a topic and discusses these (both form and meanings, word selection)

Interprets information from graphical texts such as advertisements, pictures, graphs, charts

Fig 4.3: Extracts from CAPS, pages 119 and 125

In writing activities, the annual text user requirement also makes up less than twenty-five percent. Of the requirements below, which are only a selection of the annual requirements, only six (1,4,5,6,7, 8) are text user activities.


Writes personal texts in different forms: a diary entry, a letter to a relative, description

Drafts, writes, edits and publishes own story of at least two paragraphs (ten or more sentences), with a title

Writes and illustrates sentences on a topic to contribute to a book for the class library

Summarises and records information using mind maps, tables, notices, diagrams or charts

- Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame
- Writes a selection of short texts for different purposes such as recounts, dialogues
- Writes about personal experiences in different forms such as a short newspaper article

Uses informational structures when writing such as experiments, recipes

Fig 4.3.1: Extracts from CAPS, pages 122 and 128

Therefore, it is reasonable to conclude that those who draw up the curriculum don't expect learners to become text users in the foundation phase. According to Janks (2011) it is possible for young learners to become text users in the foundation phase. Referring to learners as text users in the classroom, she writes:

> *…..it will not help to provide schools with materials that improve the teaching of phonics, and deciphering, but do not invite learners to make inferences from what they are reading, to analyse and synthesise meanings, and to evaluate text (2011: 32).*

However, Mary-Anne demonstrated to the teachers how to develop the role of text users, among their learners in the second workshop and second class visit of the year. She gave the teachers a handout which had examples of several different text genres that you can see below in figures 4.3.2 to 4.3.6: a fable, a graph, a recipe, a poem, and an advert.

A FABLE: The Boys and the Frogs

Some boys were playing around a pond when they spotted a group of frogs, hopping and swimming about in the water. The boys began to throw rocks at the frogs. They also competed against each other to see who could hit the most frogs. Sometimes the rocks hit the frogs so hard that they died.

Finally one frog hopped upon a lily pad.
"Please stop," he pleaded,
"What seem just fun to you, is death to us."

MORAL **What gives us pleasure should not harm others**

Fig 4.3.2 Loose texts for Science in Education workshop

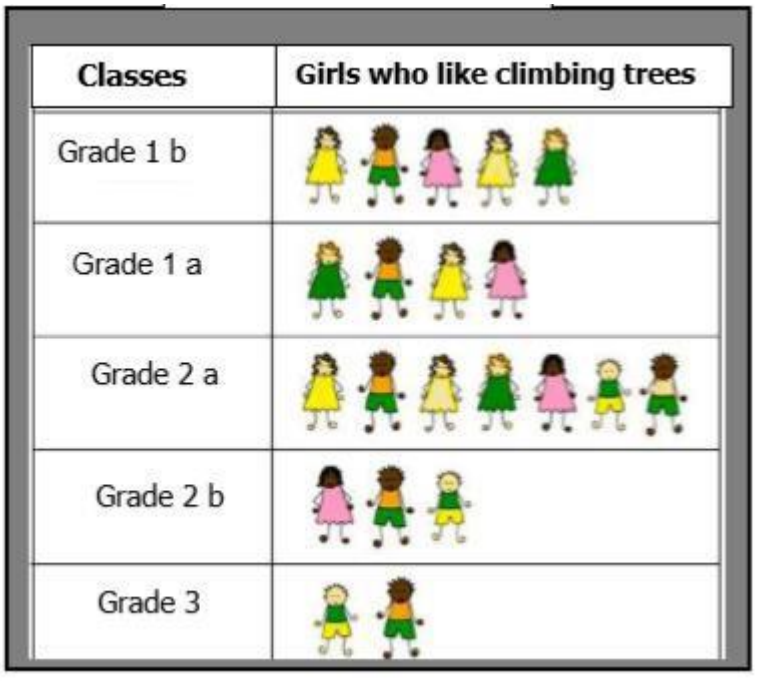


Fig 4.3.3 Loose texts for Science in education workshop

Pumpkin Bredie

Ingredients

meat
pumpkin
chillies
potatoes
onions

Method

1. Brown the onions in fat.
2. Wash the meat and cut it into small pieces.
3. Put the meat on top of the onions.
4. Peel your pumpkin and cut it into larger squares.
5. Flavour the *bredie* with a little salt and a few chillies.
6. Put in a potato or two.
7. Cook the rice separately and serve it with the bredie.

One, two, three

One, two, three,
Mother caught a flea.
She put it in the tea-pot
and made a cup of tea.
The flea jumped out,
mother gave a shout.
In came father
with his shirt hanging out.

Turn the poem into a story! Have fun!
Why did dad come running in with his shirt hanging out?

Fig 4.3.4.x Loose texts for Science in education workshop

Fig 4.3.5 Loose texts for Science in education workshop

Use the Four Resources model to talk about each text.

1. Look at and read each text
2. We want a child to be able to look at a text & identify the name of the text straight away. E.g. It's a poem.
3. Think and talk about WHY the text was written. (Accept any ideas that make sense.)
4. Talk and think about WHO you think the text was written for. (Accept ideas that make sense, e.g. children, grown-ups, boy's girls, teenagers, everyone.
5. Think and talk about the text's STRUCTURE. Ask: "Did you recognise the type of text the moment you saw it. Why? What information did your eyes and brain give you, almost unconsciously? Let's talk about the building blocks (the structure) of the text."

Fig 4.3.6 Loose texts for Science in Education workshop

The group of different text genres had the above questions on the back of the page. Mary-Anne had the following discussion with the teachers about the above texts and she dealt with the above questions in relation to the advert.

M: The next one is they can talk about how the text is structured and they can use this knowledge to write their own text, so did I hand out those loose pages?
T: Yes
M: So, we are going to do this practically, okay this point here is looking at how text is structured. So how many texts are on the page?
T: Five
M: Look at the top left hand one can you see what kind of text is that?
T: A fable
M: Look at the one at the right-hand corner? What kind of text is that?
T: A graph
M: What kind of graph?
T: A picture graph
M: Look at this text bottom right hand corner? What is that?
T: An advert
M: Colleagues how do we know it is an advert? How do you know you have not read it? What are you looking at that tells you it is an advert?
T: pictures, the name (all speaking together inaudible), bold print
M: Pictures, letters, the child eating a burger
M: You see immediately you know it is an advert, and we want children to be able to do that as well.
M: What is the text on the far-left hand side?
T: Frankie's
M: How do you know?
M: What made it...(inaudible)

T: inaudible
M: And this one in the middle 1,2,3?
T: a rhyme
M: So, colleagues what we want children to do is, what you are reading is the structure aren't you? So, we want to teach children to be able to read the structure too.
M: I wanted to give you five questions so that children could learn the structure of a text you know, so they can talk about it.

Mary-Anne asks the teachers the questions that are on the back of the handout (Figure 4.3.6), to orientate them towards thinking about being a text user or text producer. She asks them how many texts there are, and for some of them, what kind of texts they are, for example, fable, graph, advert, rhyme. They deal with the advert in a little more detail. Mary-Anne asks them: how do they know it is an advert, and they give her the obvious signs to look for in an advert: pictures and letters. She explains that adults can recognise the structure of texts immediately, and that teachers need to help learners to do the same.

In the Grade 3 class visit, in the second term, after the above workshop, Mary-Anne decided to focus on adverts and demonstrate to the teachers how they can work with adverts. Adverts are in the CAPS syllabus for Grade 3, for term 2. Mary-Anne brought a lot of different examples of adverts with her to show the learners. She asked the learners which advert they liked best and why they liked it. They said that they liked it because it was the most colourful advert. She asked them if there was a lot of writing on the advert or not and what was highlighted on the advert and what colour it was in. They said the prices, and they were highlighted in red. She asked them about the font that the adverts used. The Pick n Pay advert used the same font for the whole advert, and other adverts used different fonts. She also asked them about the prices of various items on the advert. Mary-Anne thus creates awareness amongst the learners about the advert structure, the type of text or font, the colour of the text, the amount of text, the prices, the products, and so on.

After the discussion of the various adverts, Mary-Anne and the learners do shared writing by creating an advert together on the board. She draws a vest and a pair of shorts on the board and asks the children questions to complete the rest of the advert. She asks them what she must write on the advert and the children say that she must write the price, showing that they know that adverts must have the price on them. Then she asks them what shop the advert is for. They answer PEP stores, and then she asks them what colours she must use to write PEP, demonstrating that colour in an advert is important. The children say that the PEP logo is blue and yellow. She then asks about the price of the vest, and one of the children suggested R400. This shows that the child has no idea how much it costs, but according to Mary-Anne this could have been the first time they have engaged with adverts.

Mary-Anne reduced it to R40 and then asked the children how much the shorts cost, they decided together on R50. She asks the children who is going to come and buy the product so that they think about the target audience, and the learners suggest that mothers will come to the shop to buy clothes for their children. Mary-Anne asks them to think about a slogan that they could use to attract the target audience, and the learners tell her to write: *kom koop by ons* (come buy here). This is to show the children that most adverts have some sort of

slogan that is short and easy to remember. Mary-Anne adds “two for the price of one” on the advert, and tells the children that sales usually have specific dates. She asked them how long the sale would be. The children gave answers which showed that they were unfamiliar with the fact that sales were for a short period of time. Their class teacher suggested dates for them, and Mary-Anne wrote them on the board.

Children need to know that adverts are usually for a limited period, however they would have to deal with adverts more frequently, in order to learn this. As Mary-Anne says, children need to practice these skills, so she will do them again in the next class visit:

> *M: These are all sorts of things you know one would pick up because obviously on that day you just coming in, there is only so much you can do, but then you go back, and you work with it a bit more either immediately afterwards, or within a fairly short period of time, so that it becomes more part of their understanding.*

By teaching about adverts, using the above strategies, Mary-Anne teaches learners which questions to ask when they design adverts on their own and what to look for when deciding if a text is an advert or not. Mary-Anne asked the teacher to do an advert with her learners during their next home language class.

One of the learners created an advert in her book during class time, which was based on Mary-Anne’s advert. In Figure 4.3.7, Mary-Anne’s advert is the one on the left, and Lisa’s (a Grade 3 learner) is on the right. Lisa has used some of Mary-Anne’s ideas, but added her own. Lisa used the same shop and t-shirt but changed the shirt to sandals. She also changed the colour of the word sale (*uitverkoping*) from yellow to red to attract more attention. This shows that she was listening when Mary-Anne was talking about how colours can be used to attract attention. The prices of Lisa’s merchandise also differ slightly. Lisa also used *kom koop by ons* (come and buy here*)* from Mary-Anne’s original advert but added *se winkel* (our shop) to it*. Koop 2 betaal vir een* is written in both English and Afrikaans in Lisa’s advert, as she probably thinks that this will attract more customers.

The examples show that Mary-Anne covered adverts in detail with the learners. They have learnt to read, understand and analyse adverts by looking at the colours, fonts, seller and buyer, target audiences, slogans, prices, and the limited period of sales. This is the first time that they have worked with adverts in the classroom, and with regular practice, they can become advert experts. They will be able to analyse adverts that they come across in their communities and use the ideas around them to become advert designers in their classrooms.

Fig 4.3.7 Example of advert from classroom demonstration on the left and from Lisa on the right

Text Participant/Meaning Maker

The CAPS document emphasises skills-based literacy learning, otherwise known as the big five: phonemic awareness, word recognition, comprehension, vocabulary, and fluency (BUALIT, 2018). The text participant role is about comprehension, but it is more than just understanding the words and pictures on the page. As Janks (2011:31) states:

> *…while this includes comprehension, it is much more than simply understanding the meaning of the words, and images on the page. This role requires readers to understand what the text is both saying and inferring.*

Janks (2011:31) states that learners need to be able to discuss the texts and relate them to their own lives (contextualisation), talk about what the text reminds them of, talk about what they agree or disagree with, act out the stories, draw pictures that show understanding of the text, and imagine how it could have been written differently. These are just examples, and any activities that deepen the learners understanding of the text can be used.

The CAPS document does include activities that require learners to be text participants when they are reading or writing, but the emphasis is more on decoding in the reading activities. Of the three types of reading they are required to practice in the classroom, only shared reading emphasises text participant activities. Shared reading is only allocated forty-five minutes per

week. In the example below from Grade 3, first term shared reading requirements, four out of eight requirements involve text participant activities. There are eight requirements in the list below and 1,3,5 and 6 all require learners to be text participants.

Uses visual cues to talk about a graphical text, e.g., looks at a photograph, and discusses what it is about, where it was taken, etc.

Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)

Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters

Reads instructions in the classroom

Reads different poems around a topic and discusses these (both form and meanings)

Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"

Recognises inverted commas to show direct speech in written stories

Recognises apostrophes in contractions showing both possession and contractions such as Sipho's book, can't

Fig 4.4: Extracts from CAPS, pages 106-107

Listening and speaking (Figure 4.4.1) also includes text participant activities and for Grade 3, term 1, these are the requirements. There are nine requirements below, and six of them require text participant skills, of the nine requirements below 2,5,6,7,8,9 are text participant activities.

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Talks about personal experiences. For example, tells news expressing feelings and opinions
- Listens without interrupting, showing respect for the speaker and taking turns to speak
- Uses appropriate language when speaking to friends and adults, recognising the way the class uses slang. For example, telling parents how the ball came to break the window and then telling friends about the same incident

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to a complex sequence of instructions (at least 4) and responds appropriately
- Listens for the main idea and for detail in stories and answers higher-order questions, e.g., "Do you think the title is the best one for this story? Why?"
- Asks questions for clarification and comments on what was heard, e.g., "Did that really happen? Then what did you do?"
- Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."

Weeks 6 - 10

- Participates in discussions, asking questions and showing sensitivity to the feelings of others
- Answers questions and gives reasons for the answers, e.g., "Yes. I think the title tells the reader what the story is about."

Fig 4.4.1: Extracts from CAPS, page 105

Listening and speaking is allocated forty-five minutes per week and shared reading is allocated forty-five minutes per week. This means that only ninety minutes or an hour and a half a week are spent on text participant activities.

In order to incorporate more text participant activities in the classroom, Mary-Anne puts forward two suggestions as lesson guidelines to help teachers train learners to be text participants. It is highly possible that these ideas have been influenced by Janks (2011), but that Mary-Anne also creates other activities to train learners to be text participants. These guidelines are for two separate lessons, however in the classroom demonstration, Mary-Anne combines them, so the teachers can see how she puts theory into practice. They are as follows, as written by Mary-Anne during a workshop.

1. *Introduction: discussion, mind map, children's words go on mind map, and shared reading*
2. *Read the story to the children and ask the children about their opinions, the main characters, and how they can relate their own life experiences to the book (contextualisation)*

The CAPS document specifies three types of reading: group, shared, and independent reading. Shared reading is described as follows:

> *The teacher works with the whole class. Shared reading will happen on two to four days a week using a single enlarged text for the whole class such as Big books, posters and pictures or individual fiction and non-fiction texts for each child.*
>
> *…Each shared reading session will have a learning focus from the following: concepts of print, text features, phonics, language patterns word identification and comprehension at a range of levels (e.g. literal, reorganisation, inferential, evaluation, and appreciation questions). The first session focusses on the enjoyment and first look at the text, with the children giving a personal response to the text. In the next session the same text is used and the focus shifts to more involvement in the reading with the teacher using discussions that take place to develop vocabulary, comprehension, decoding skills and text structures.*

The shared reading in the CAPS document differs from Mary-Anne's plan above, because it does not include a discussion and a mind map, which in Mary-Anne's design are crucial for contextualising the ideas in the story, and surfacing the learners' existing knowledge of the content. Mary-Anne also does not insist that the children read along with her. The children choose whether they want to read along or not. In the CAPS document, children are expected to read along and answer questions on the shared reading. The CAPS document does specify that teachers must ask predictive questions, questions about the characters and plot in the book, and their opinions of the book. However, contextualisation is not mentioned in the teaching plans which are in Part 3 of the CAPS pages 16-18, but it is mentioned in section 2 under reading and writing focus time (DBE, 2011:16-18). However, there is no definition of higher order thinking in the CAPS document, only examples of higher order thinking questions that require different types of higher order thinking. The teacher can only use the examples that have been given, but because higher order thinking is not defined, they may not be able to construct their own higher order thinking questions. Figure 4.4.2 is an example of higher

order thinking questions provided in section 2 of the CAPS document. This is a list of questions requiring different thought processes. In section 3 of the CAPS document, some examples of higher order thinking questions are given but most of the examples are given in section 2. Unfortunately, the examples that have been given in section 2 of the CAPS document are geared towards intermediate phase, and not suitable for foundation phase.

Comprehension:

During the reading lessons the teacher has many opportunities to engage children in a range of levels of thinking and questioning. Here are a few ways of starting questions that will help to develop both lower and higher order comprehension skills.

Literal comprehension

- Identify…. (e.g. *Identify the main character in the story.)*
- Point out… (e.g. *Point out the car the robber was driving.)*

Read/quote the line that… (e.g. *Read the line that tells you the grandmother was unhappy.)*

Describe… (e.g. *Describe the villain of the story.)*

Find… (e.g. *Find the name of the book she was reading.)*

Show … (e.g. *Show me the part of the story you liked best.)*

Locate … (e.g. *Locate the place the family was driving to in the story.)*

State… (e.g. *State the name of the little black dog that ran away.)*

Reorganisation

- Compare…. (e.g. *Compare the two sisters. What was different?)*
- List …. (e.g. *List the places the grandfather visited.)*
- Contrast… (e.g. *Contrast the place where they were living with their new home.)*
- Divide….into…. (e.g. *Divide the different animals in the story into two groups, those that were kind to the girl and those that tried to eat her.)*
- Classify… (e.g. *Classify the animals in the story.)*
- Summarise… (e.g. *Summarise the story in not more than four sentences.)*
- How is….different to… (e.g. *How is the hero different from the villain?)*

Inferential

- Pretend... (e.g. *Pretend you were the hero. What would you have done?)*
- Suppose... (e.g. *Suppose the zookeeper had left the cage door open. What would have happened?)*
- Could.... (e.g. *Could the man have reached the other side of the river a different way?)*
- What are the implications ... (e.g. *What happened because of that decision?)*
- What might have happened if.... (e.g. *What might have happened if his father had gone to see his uncle?)*
- What consequences.... (e.g. *What were the consequences of her actions?)*

Evaluation

- Should... (e.g. *Should her grandmother have told her the story?)*
- In your opinion... (e.g. *In your opinion was the boy right to behave that way?)*
- Do you agree... (e.g. *Do you agree that leaving home was the best choice?)*
- Would you have... (e.g. *Would you have done the same thing if you were in that position?*

- Is it right that... (e.g. *Is it right that his uncle threw him out of the house because he stole some bread?)*
- What best describes... (e.g. *What best describes the main character in the story?)*

Appreciation

- What did you think when... (e.g. *What did you think would happen when the lion opened his mouth?)*
- Is this word/phrase effective for... (e.g. *Is this word a good word to describe the villain?)*
- Do you know anyone like... (e.g. *Do you know anyone who behaves like his sister?)*
- Why did you like/dislike... (e.g. *Why did you dislike her uncle?)*

Fig 4.4.2 Higher Order thinking questions from CAPS Home Language document for intermediate phase, section 2, pages 16-18

On the other hand, Mary-Anne's teaching method explains higher order thinking for teachers, and gives suitable examples of questions to ask, so that teachers can learn to construct their

own higher order thinking questions. The next paragraph shows how Mary-Anne implements her guidelines in a classroom visit.

In the first class visit of the year, for Grade 3, Mary-Anne used these guidelines in her demonstration. One of the topics for her lesson was imagination, therefore she used the cover of a book *My sussie is 'n alien* (*My sister is an alien*) to ask children questions like: Do you think his sister is really an alien? Do you think he is dreaming? Do you think he is using his imagination? The children are being prepared for the book that they are going to read, by thinking about the topic, before they read the story. This will help them to understand the story better, while they are listening to it. The book that Mary-Anne is going to read, is about a boy who uses his imagination to tell stories about his baby sister, *My sussie se tande* (*my sister's teeth*) so she discusses babies with the class. They do a mind map on the board together about babies, and the children give Mary-Anne ten sentences, to write down. The sentences that they gave to Mary-Anne were as follows:

Babas popo baie (babies pooh a lot)

Hulle is gebore sonder tande (They are born without teeth)

Babas huil baie want hulle wil melk he (They cry because they want milk)

Hulle wil pap he want hulle wil eet (They want porridge because they want to eat)

Babas huil vir hulle sussies (They cry for their sisters)

Babas pie baie (They wee a lot)

Hulle hou van slaap (They like to sleep)

Hulle dra kimbies (They wear kimbies)

Hou van hulle mammas (Like their mothers)

Babas het sagte velle (They have soft skins)

In this example, everything is in Afrikaans except for one-word *Kimbies*, which is the brand name of a disposable nappy. The Afrikaans name for a disposable nappy is *wegooi doek*. Mary-Anne accepts words from all languages. She does not reject a word because it comes from another language. They all read the sentences with her. Now, they have been mentally prepared for both topics in the book: imagination and babies. They do not start listening to the story before they have discussed the topics, and this helps them to be active readers/listeners while the book is being read. (Many of the children in this Grade 3 class can read, and the story was written as a poem, so the learners found it easier to read along).

In summary, Mary-Anne shows the children the cover of the book that they are going to read, and asks them questions about it, so that they can predict what the story is about. This helps them to start thinking about how the story unfolds, before she has even started reading. Mary-Anne reads the story to the children and asks questions about the characters as she reads. She asks the children what comes next in the story, to see if they can identify the sequence in the story. Mary-Anne also checks any difficult words with the learners but a s k s

them first to see if someone knows the word, before giving them a definition. Once the story has been read, Mary-Anne also asks for their opinions about the book, and if they knew someone like the main character in the book. She uses a number of strategies to help the learners understand what is being read: looking at the cover, discussing the topic or content, predicting what will happen, asking questions about the main characters, asking questions about the sequence in the book, asking children for or giving definitions of difficult vocabulary, asking for their opinions, and contextualising the book, by asking the children if they can identify with the main character. These strategies can be adopted by teachers or used as they are, to help children become active text participants.

The last activity that Mary-Anne did with the learners was an imagination activity. It is important to develop their imaginations, so that they can imagine themselves in certain situations that they read about, and this will give them a deeper understanding of the books that they read. Not only should they imagine what is happening in the story, but they also should be able to imagine alternative endings, as Janks (2011) suggests. Mary-Anne asked the learners to close their eyes and think about where they would like to be. After a few moments, she asked them to open their eyes and asked some of the learners what they had imagined. The answers varied from simple activities such as going to see a film to more elaborate plans, such as going on holiday to Australia. Mary-Anne discussed the use of imagination thus:

> *D: Do you think the reason for the lack of imagination is their home environment, or do you think it is just the way the curriculum is....*
>
> *M: I think it is lots of things, I think it is related to the fact that there probably are very few books to be read, whether that is online or you know books that you are holding, but I think that one thing that books really do is that they can take you, they can take you out of your own immediate reality and environment, so if you have not had exposure to books, and ideas and illustrations, and things like that. That is partly the problem, that is to your disadvantage…..*

Text Decoder

The last of the four resources is Decoding, which, in the four resources model, is being able to read words, but this does not necessarily mean that learners understand them. According to Janks (2011), decoding is not only being able to read, but also spell, and be familiar with grammar rules, directionality of print and so on. In terms of writing, decoding is being able to form the letters to form words and sentences (BUALIT, 2018). In the CAPS curriculum for Grade 3 a lot of time is still spent on decoding. The reading and phonics section of the syllabus from Grade 1-3 is allocated about 4.5 hours a week, and this predominantly deals with decoding. The writing syllabus consists of handwriting and creative writing. The former is allocated forty-five minutes a week only, and this is when learners are taught how to write letters, words, and sentences. Creative writing and listening and speaking are only allocated about an hour each a week. Time spent on reading, phonics, and handwriting comes to 5 hours and 15 minutes per week. This means that 5 hours and 15 minutes on spent on decoding each week.

The problem with allocating most of the time to decoding is that children can read and write, but this does not necessarily show that they understand what they are reading or writing. Mary-Anne gave an example in one of her workshops to demonstrate this. My field notes from the 10th April 2019 paraphrase a description of a lesson she describes to the teachers:

> *It was a Grade 3 reading lesson. There were 5 groups. The lesson focused on phonics, syllables, rhyming words, and the teacher moved from group to group to check that all the children could master the above skills. There was no discussion of the story or the illustrations. Mary-Anne asked the teachers why does the teacher think that the children can understand what they are reading? The teachers answered: because the children can read fluently. Mary-Anne asked the teachers if the children can read fluently can they understand? The teachers were not in agreement on this. Mary-Anne gave the example of a Spanish sentence and said that we might be able to read it correctly, but this does not mean that we can understand it. Mary-Anne said that children's thinking, and imagination were not engaged, not contextualised. No higher order thinking.*

The CAPS document represents a view of literacy based on the big five - phonemic awareness, word recognition, comprehension, vocabulary, and fluency. In the field notes example above where Mary-Anne described a group reading class for Grade 3, the teacher focused on phonics, syllables, and rhyming words. Mary-Anne explains that the teacher did not ask any questions to check that the learners understood what they were reading. In the CAPS, group reading sessions usually focus on decoding rather than understanding. Mary-Anne asked the teachers why the Grade 3 teacher thought that the learners could understand, and the teachers answered because they could read fluently, reading fluently and comprehension are considered one and the same thing. Even after Mary-Anne gave them an example of a Spanish sentence, the teachers were not in agreement on this issue. Mary-Anne tried to explain to the teachers that when they decode, their higher order thinking, and their imagination are not involved because they are not reading for meaning.

Mary-Anne deals with decoding in her training but uses it only in conjunction with the other parts of the four resources model. She always starts with meaning making in her lessons and works from meaning making to decoding**.** An example of this can be found in one of Mary-Anne's class demonstrations where the learners discuss the topic or topics found in the book, for example, imagination and babies. Mary-Anne then chooses one of the topics, such as babies, and does a mind map on the board with the children. The children give her sentences about babies and she writes them on the board. Mary-Anne and the learners then read the mind map together. Now children are prepared to understand what will be read to them. In this case Mary-Anne reads *My sussie se tande* (*My baby sister's teeth)* to them, and asks them questions that deal with prediction, vocabulary, the characters, the learners' opinions about the book, and contextualisation. After the book reading, Mary-Anne and the learners do shared writing on the board together. Mary-Anne asks the learners for sentences on the topic and writes their sentences on the board. After they have done this Mary-Anne, and the children read it together, she then asks the children if there are any spelling, pronunciation, or grammar mistakes to correct. The learners can check if there are any mistakes and point

them out to the class. Here, decoding is used to edit the writing, therefore decoding is built into the writing process, but takes place at the end instead of the beginning.

In the big five teaching method learners begin with phonemic awareness, and phonics before they move onto comprehension (BUALIT, 2018). In the above example, Mary-Anne starts with text participant resources (more than just basic comprehension), then asks questions about vocabulary during the book reading, and finally asks questions about spelling, pronunciation, and grammar. One of the reasons that Mary-Anne does this is because learners often decode without comprehension. In order to prevent this from happening, Mary-Anne activates children's background knowledge in preparation for the book topic and asks questions during the book reading to ensure that the children understand and stay engaged. Once learners understand what they are reading, Mary-Anne asks them questions about spelling, punctuation, or grammar mistakes and they are thus learning about these in context. Teachers don't always teach spelling, punctuation, and grammar in context. Mary-Annegave me the following example of this problem:

> *I also went into a young teacher's classroom one day, and I said to her won't you tell me about how you plan your lessons for the year. I just wanted to see what her planning looked like that day, because I knew she was quite young, so she pulled out this newsprint book which she had made at college, thick, the size of a half of page. She said: every week I teach one of these pages, and it was just a list of phonics, words with isolated sounds, some words, and then two or three sentences.*

In this example, the learners are doing phonics, vocabulary, and spelling without a context or with reference to content. The exercises are not based on content that they have read in the classroom and there is no meaning for the learners, other than practicing the skills associated with literacy learning. The teacher above is teaching what is called "systematic phonics" (Adams, 1995). Mary-Anne's approach to phonics based on the four resources model, where she uses words from a story to help with spelling and pronunciation, is the opposite. This method is called "embedded phonics" as Smith (1984) describes in his book on the whole language approach.

Higher Order Thinking

Higher order thinking is a further theme that emerged from the data, which was found to be a sub-theme of three of the four resources model roles. According to Janks (2011), the PIRLS tests require the learners to read and understand what they are reading, but also expect learners to be able to answer higher order thinking questions. Higher order thinking is required from text participants, text users, and text analysts (Luke and Freebody, 1990). Therefore, in order to be prepared for the PIRLS test, learners need to be able to understand what they read, but also learn how to be text participants, text users, and text analysts.

In the CAPS, decoding, which requires lower order thinking, is prioritised over and above the learners' roles as text participants, text users, and text analysts which all require higher order thinking skills. Janks (2011) describes lower and higher order thinking as two different cognitive processes in the brain.

Not only does the CAPS (DBE, 2011) allocate more time to decoding, but Mary-Anne and I discussed the lack of forms of higher order thinking skills examples in the CAPS document.

> *D: …but I was also wondering, is there also a lack of emphasis on higher order thinking skills, in the curriculum, is there a lack of emphasis on higher order thinking skills?*
>
> *M: I think you know , they talk quite a lot in fact all of these go back to look at the actual (inaudible) for this term, they were saying including higher order thinking skills, they don't, not even one page covers higher order thinking skills at foundation phase level, with examples which they need to have had. They have taken examples from the intermediate phase, and done a copy and paste, so their minds are (inaudible), and they don't give an example, so that is what they should have done.*
>
> *D: So, at foundation phase, they don't give decent examples of higher order thinking?*
>
> *M: Exactly.*

The teachers are not given many specific examples of higher order thinking skills for foundation phase in the CAPS document. Most of the examples have been taken from the intermediate phase and are in section 2 of the document (see Figure 4.4). In the CAPS there is no definition or explanation of higher order thinking. CAPS expects teachers to ask higher order thinking questions, in section 3, for listening and speaking, and shared reading, but only provides one example each time (see Figure 4.5). A few of the examples of higher order thinking in section 3, also contain language that is more suitable for intermediate phase for example, “who do you think the advert appeals to”? The lack of a higher order thinking definition, and appropriate examples of higher order thinking skills in the foundation phase curriculum document, illustrates that the curriculum writers think that higher order thinking should be aimed more at learners in the intermediate, senior, and FET (Further Education and Training) phases.

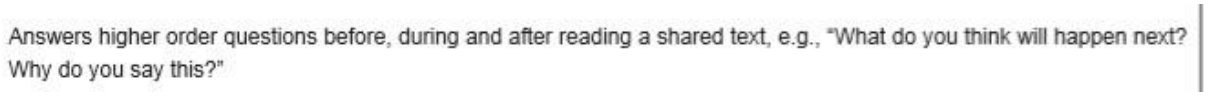

Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"

Fig 4.5: Example of a higher order thinking question from the Grade 3 CAPS curriculum

Mary-Anne uses predominantly higher order thinking skills when she does her demonstrations in the classroom. Below is an example from the field notes taken during workshop 2.

> *Mary-Anne asked the teachers to recap what she does in her classroom demonstrations, what resources she uses, what activities she does, and of the things she does that can be identified as higher order thinking skills. The teachers seemed to have trouble remembering what resources Mary-Anne uses, and what she does in the classroom. Mary-Anne prompted them and wrote a list on the flip chart. Mary-Anne also asked them to identify higher order thinking skills in the list on the flip chart. It was difficult for the teachers to identify higher order thinking skills, as this was a new concept for them.*

In the above examples the teachers needed some hints so that they could remember what she does in the classroom. This is what Mary-Anne wrote on the flip chart (verbatim).

> *Resources: storybooks, pictures, and tell a story*
> *Example:*
> *1. Intro: discussion, mind map, children's words go on the mind map, shared reading.*
> *2. Read the story, ask questions. Ask for the children's opinions, and who the main characters are, relate to their own lives, and other books and stories that they may know.*
> *3. Shared writing and reading.*
> *4. Individual writing and pictures.*

After the list had been completed, Mary-Anne asked them which steps involved higher order thinking skills, the teachers were not sure about this. During our previous interview Mary-Anne offered some insight as to why the teachers had trouble identifying higher order thinking skills.

> *D: In terms of the higher order thinking skills, it seems that you know the teachers, it takes them time to be able to identify, you know if you give them an example, it takes them time to be able to identify, and do you think that this is something that comes with practice?*
>
> *M: I do. I think they almost have no sense at all when we started working together, I think they had no sense at all….. so, they have such a low, sort of intellectual, many teachers, not everybody, I don't want to sort of generalise, but overall my experience is that teachers have quite a low intellectual grasp of learning….and ja that is related…..*

And earlier on in the interview Mary-Anne had made a similar comment:

> *M: So, I am working with teachers who have got a very low kind of intellectual base*
>
> *D: right*
>
> *M: around teaching and understanding teaching and learning.*

This shows that teachers need practice to be able to identify the higher order thinking skills, because the concept is new to them and CAPS does not explain it. However, Mary-Anne also points out that teachers "have got a very low kind of intellectual base around teaching, and understanding of teaching, and learning." Teachers need to be repeatedly exposed to new concepts both in theory, and practice for them to be comfortable discussing them, and putting them into practice in the classroom.

Apart from Mary-Anne's input in the workshops, Bloom's taxonomy (Bloom et al, 1956) is a useful tool for teachers in the classroom, as it gives examples of types of lower and higher order thinking questions, including a list of six cognitive skills, and the types of questions that teachers need to ask for learners to practice these skills. Knowledge is the first and only lower order cognitive skill because it involves direct recall of information. The other five c o g n i t i v e

skills all deal with higher order thinking. These are: comprehension, application, analysis, synthesis, and evaluation. According to Mary-Anne many of the teachers are operating from a low intellectual base around teaching, and learning, therefore Bloom's taxonomy would be a very helpful guide for teachers, when drawing up questions. Teachers would be able to determine whether they are asking enough higher order thinking questions, when they are working with their learners.

Integration of literacy skills

A further theme emerging from the data was the integration of literacy skills. Mary-Anne's teaching method integrates literacy skills in the classroom in order to focus on meaning making, but the CAPS curriculum for the foundation phase is divided into three distinct sections:

1. Listening and speaking

2. Phonics and reading

3. Writing

This illustrates that CAPS is underpinned by the autonomous view of literacy (Street, 1992). In the sociocultural approach to literacy (Gee, 2002) all social interactions are seen to include forms of literacy. According to this approach, one seldom uses literacy skills in isolation, as is taught in South African schools, but listening, reading, writing, and speaking are integrated. The *SiE* programme aims to integrate literacy skills in the classroom, and the four step/lesson guide that Mary-Anne gives in the Higher Order Thinking section can be used to model how these skills are integrated.

In the first part of this plan, the children discuss the topic of the book, give sentences for a mind map to Mary-Anne, and read the mind map with her. Listening, speaking, reading and writing have thus been integrated into one lesson with the focus being on the content of the story, rather than the skills. In the second part, Mary-Anne reads the story and asks the children questions. Here the children can read along if they are able to, so again reading, listening, and speaking are integrated. In the third part, Mary-Anne and the learners do shared reading and writing. The learners give Mary-Anne sentences to write a paragraph on the board, and they read it together, with all four skills being integrated. In the last part of this plan, the fourth lesson, the learners do their own writing based on the topic. They can use ideas and sentences from the discussions, and the shared writing. Here they integrate reading and writing. None of these lesson guides involve only one of the sub-sets of literacy, but all of them involve at least two.

This is in direct contrast to the CAPS curriculum which separates literacy skills into reading, writing, and listening and/or speaking. In Figure 4.6 below, which is from the time allocation section of the CAPS document, the sections are clearly defined.

GRADE 3 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 3 days	45 minutes
Reading & Phonics	Phonics 15 minutes per day for 4 days (1 hour) Shared Reading 20 minutes per day for 3 days (1 hour) Group Reading 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hours 30 minutes)	4 hours 30 minutes
Handwriting	15 minutes per day for 3 days	45 minutes
Writing	20 minutes per day for 3 days	1 hour
	Total per week	**7 hours**

Fig 4.6: Extract from CAPS, page 9

CAPS does speak of integrating language and creative arts, but not many of the CAPS home language requirements combine the creative arts with language. In contrast, Mary-Anne encourages the integration of the creative arts and language in the classroom, in the form of multimodal literacies (Kress, 1997; Stein, 2003; Newfield, 2011). Here, she is challenging the idea that language is the only means of communication, introducing other modalities to demonstrate that meaning making is more than comprehension strategies, as illustrated in Bloom's taxonomy. She demonstrates for the teachers and learners that non-verbal modes of communication can also contribute significantly to the meaning making process (Kress, 1997; Stein, 2003; Newfield, 2011).

In the third workshop of the year, Mary-Anne gave teachers ideas for integrating the creative arts with language in their classrooms. There were several activities based on the Swedish Folk Tale "The three Billy Goats Gruff". One has already been mentioned; other activities that included creative arts were, draw and describe a troll, write a new scene about what happened to the troll after he fell into the river, draw and create a map of the story, and make up a song for the goats to sing. These activities combine language with art, drama, and music. In these post-reading activities, children are learning how to use multimodal communication, and this enhances their understanding of the literature, and their own multimodal meaning making.

Multilingual classrooms

In South Africa, teachers must also contend with multilingual classrooms in the foundation phase. At Charlie Brown school, the children were predominantly from a *Kaaps* background, but there were English or isiXhosa speaking learners. Mary-Anne and I discussed this issue:

> *M: … but I know, my sense is that predominantly the children speak what I call Kaaps. There are one or two children who have come from a clear English background, but very few, sometimes it is only one. I am not aware of children who come in from, I would be very interested to know, if there are children for example who speak maybe French at home…*

I checked with the Grade 3 teacher and found three isiXhosa speakers out of a class of thirty-four children. There were no children from other African countries in the Grade 3 class.

Mary-Anne speaks English and Afrikaans when she does the class demonstrations, but when she asks the children for sentences for the mind map or when she does shared writing with the children, she accepts any language that they use:

> *M: So, what you probably, I don't know if you have picked up from any of the work I have done so far, is that I try to work with a kind of a context where whatever language the children speak, goes up onto the board, so if a child brings a word from another language it is fully accepted…*

The children can use English, isiXhosa, or Kaaps and Mary-Anne will accept their terms, showing the learners how their language can be used as a resource, instead of not allowing them to use it and viewing it as a problem (Ruiz, 1984; Ruiz 2010; Hornberger et al, 2016). According to Mary-Anne, the teachers don't always like her to use other languages, but in order to 'placate' them, Mary-Anne uses a different colour for words that come from other languages, to indicate that it is not standard Afrikaans:

> *M:… and normally the way I make it easier for teachers, I say they often get very upset. So, I use colour when we record those words, I say let's use colour...*
>
> *M: to actually indicate to the children, to flag, to indicate to the children, oh this word is in a different colour, why is that, oh because it is not, it is a, this word or it's a that word.*

Mary-Anne does not want the learners to feel that their language or dialect is inferior to Afrikaans.

> *M: Then I say to the teacher it is very important, that we don't make children ashamed of the way they speak at home,*
>
> *D: yes*
>
> *M: but at the same time, the teacher's using the kind of conventional register,*
>
> *D: yes*
>
> *M: and so am I, so the children are hearing language as schooling, you know there are people who would like them to hear it so they are[also] getting decent exposure to the more appropriate, acceptable, and standard forms of the language.*

The learners are thus expected to use the standard version of Afrikaans at school, and the teachers only use the standard version of Afrikaans. However, it is also important that learners are encouraged to use their own language(s) in the classroom, during story book discussions, and shared writing. Mary-Anne thus models how to use the different languages in the classroom as a resource.

Conclusion

In this Chapter we looked at how Mary-Anne trains teachers to implement the four resources model in their home language lessons. Mary-Anne trains by providing workshops, handouts, and class visits. Not only does she show teachers how to implement the four resources model

in their literacy lessons, but how to use multimodal teaching and cater for a multilingual classroom.

Chapter 5: Teachers' responses to the teacher training intervention based on the four resources model

Introduction

In this chapter I move from exploring the intervention on the four resources model to focusing on how the teachers took up the intervention in their classrooms, and on their attitudes to the four resources approach. As outlined in Chapter Three, classroom observations of Mary-Anne's demonstration lessons were mainly done in Mrs Varney's Grade 3 class due to challenges faced with observing in Grade 1 and 2 classrooms. However, the take up of Mary-Anne's intervention from the workshops and demonstration lessons she conducted at Charlie Brown Primary School is gleaned through interviews with all the three teachers and through analysis of Mrs Varney's lessons. As in the previous chapter, the following themes will be analysed: the deficit model, the four resources model, higher order thinking, multilingualism and multimodality.

Teacher agency and the deficit model

In the previous chapter it was noted that teachers were not consulted when drawing up the CAPS and teacher training interventions are often prescriptive. Not only were teachers not consulted for the curriculum, but CAPS has low expectations of the learners which does not encourage teachers to set higher standards. Below I discuss how the three teachers took up Mary-Anne's training, with reference to their freedom to choose methods, and look at how what influence, if any, the current curriculum has on their teaching.

As explained, Mary-Anne gave the teachers four steps to follow for their literacy lessons, over a week in their timetable.

> *1. Intro: discussion, mind map, children's words go on the mind map, shared reading.*
> *2. Read the story, ask questions. Ask for the children's opinions, and who the main characters are, relate to their own lives, and other books and stories that they may know.*
> *3. Shared writing and reading.*
> *4. Individual writing and pictures.*

I asked Mrs Varney if she uses all the steps that Mary-Anne gives her. She said, "I do everything that Mary-Anne says." Mary-Anne does not expect this of teachers and makes that clear. However, Mrs Varney also contradicts herself, because she talks about using her own ideas and Mary-Anne's ideas.

> *V: …I have a file where I have kept all Mary-Anne's notes… So, if I am teaching poetry then I go back to Mary-Anne's ideas, and see how she presented it, and then I can take my ideas, and her ideas, and apply them, and this works very well…*

My observations showed that Mrs Varney did not follow Mary-Anne's steps prescriptively, but used activities that encourage higher order thinking, such as discussions about the book theme. Most of the lessons I observed were a review of books they had already done, so I did not observe Mrs Varney do a lesson from a book that was completely new to the children. In

one of the lessons where she reviewed a book with the children, she asked the children questions about the book, had a discussion on the book topic, read through the mind map from the previous day with the children, and asked the children to do their own writing. This is further evidence that Mrs Varney uses the ideas that suit her. This is how Mary-Anne intended her training to be taken up.

Mrs Barry did not say that she used all of Mary-Anne's guidelines prescriptively, but she used what she thought would be best for the learners:

> *B: I try to incorporate it as I go along, for example, after 6 months you know they are older, and you know what you can add. You know that if they come to you are going to tell the story, you are going to ask them questions like what is a UFO, questions like this, and after that we tell the story, and after that you write sentences. That is the process that you go through.*
>
> *B: Now if Mary-Anne comes then she adds something to the above, and then we try that, we go through the process, and add Mary-Anne's new suggestion.*

Mrs Henry also does not use Mary-Anne's guidelines prescriptively and spoke about how she takes up Mary-Anne's training during her interview.

> *H: I adapt it for the children, I see where they are, and what they are doing, and I adapt it. I don't follow it exactly as Mary-Anne does it. I adapt it as I go along.*
>
> *H: Yes, and if it does not work for your child, all children are different, and maybe it works in another class, but not in your class.*

The extracts from the interviews and the classroom observations show that none of the teachers follow Mary-Anne's guidelines prescriptively but decide which activities will be best for their children. Mary-Anne believes in the teachers and gives them the freedom to select activities from her presentations, and this demonstrates that she does not have a deficit view of them.

The CAPS curriculum as Mary-Anne stated, "has low expectations" for writing in the foundation phase, for example in Grade 3, by the end of the year, they must be able to write two paragraphs of six lines each. In Mrs Varney's class there was a big range in terms of the learners' writing ability. Some learners could write a few sentences, while others could write a whole page on the same topic. This shows that she does not allow the CAPS requirements to limit the amount of writing that learners produce, because she allows them to perform according to their ability, rather than according to outcomes in the CAPS curriculum.

As far as the expectations of learners in the classroom, not only for writing, but also for reading and spelling, Mrs Varney does try not to label the learners as incapable but tries to motivate them as much as possible. Two examples of this were mentioned:

> *Every child tries and I don't single out those who spell incorrectly, but handle the mistakes with the class on the board, because I don't want the children to feel bad, and I want them to feel free to write their own news and stories in the future.*

Here, Mrs Varney does not single out learners for incorrect spelling, but handles the mistakes with the whole class, because she does not want to discourage the learners from writing in the future. I observed this in her classes, as can be seen in the following field note:

> *The teacher helps them to find the mistakes instead of directly pointing them out. The teacher or learners write the spelling mistakes on the board and get the children to read it.*

The other example that Mrs Varney spoke about was about accepting answers from the children whether they were correct or incorrect. Mrs Varney describes it as follows:

> *V: …….everything they say is right, because I don't want to tell them it is wrong, everything that you say is right, I can help or add to what they have said, but I am not going to take away what you have said. This class speaks and writes!*

I observed that Mrs Varney does say that children are wrong, but not directly and was a bit more flexible about right or wrong answers as can be seen in the following example:

> *How many teats does a dog have? Some children said six and some said eight.*
>
> *Mrs Varney was sceptical about dogs having eight teats, so she asked the children if they had ever seen a dog with eight teats. Some of the children said they had. Mrs Varney was not convinced, but at least she did not dismiss their answer completely.*

While Mrs Varney does talk about not labelling children as incapable, she does talk about children who can't read or write. She argues, however, that Mary-Anne's teaching methods will enable them to become writers. Her first comment is about the shared writing:

> *Yes, we do it as a whole class with all the children that are on different levels and everyone gives a sentence, even those that can't write, their sentences are there, so they go back to their desks and they know that their sentence has been written on the board, and they are going to continue writing. It is an achievement because even the children who were scared or refused to write, now want to write.*

In her view, the shared writing approach even encourages those who have no confidence in their writing ability.

In another comment, Mrs Varney did show her own deficit thinking, though, when referring to what Mary-Anne's training was achieving:

> *….I am very excited about home language, because I know that our systemic test results are very low. This is because our classes are mixed with different colours, and languages, but we must be positive, and help everyone. You cannot just abandon those who can't read, you must help everyone.*

Mrs Varney is not taking direct responsibility for the poor test results in her classroom but suggesting that the poor results are because of cultural and linguistic diversity in the classroom. She sees a multilingual classroom as a problem rather than a resource that she can draw on. She tries to soften her very strong statement by saying that teachers must not have a negative attitude, and must help everyone, but her previous statement already shows that

she holds a deficit view of different languages and cultural groups in the classroom. However, she does talk about helping those who struggle in the classroom, and in an earlier comment during the interview:

> *……and I look out for those who struggle, and who need my help. I do spoon feed some of them, but three quarters of my class is on a level, where they can read and write.*

My observations revealed that most of the Grade 3 children could write, although the amount that they wrote varied from one sentence to a whole page. In terms of reading, it seems that many can read. During one of her class visits, Mary-Anne read a book with them that was written as a poem, and I noted that many of them read along. This largely does not happen in the Grade 1 and Grade 2 classes.

The two other teachers also expressed deficit views of learners. Mrs Barry spoke at length about the language in the classroom and made special mention of Kaaps. She also spoke of her own journey learning Afrikaans and compared it to the learners that she now teaches.

> *B: I come from the rural areas where I learnt Afrikaans, and we spoke pure Afrikaans, and we only spoke Afrikaans, and English was English.*
>
> *B: I was seven years old when we came to Cape Town, but because my parents spoke proper Afrikaans with us, we did not lose it, and we were a big family, there were 8 children, so we spoke to each other in Afrikaans, and we were not influenced by the slang on the Cape Flats. Our parents spoke proper Afrikaans at home.*
>
> *B: and we always have to remind them not to write how they speak at home, in creative writing you can do that, but when you do formal writing then you have to use standard Afrikaans.*

From Mrs Barry's description, it can be deduced that she saw Kaaps as inferior to the Afrikaans that she and her family spoke. Kaaps had English words "mixed into" it and "made up" words. Kaaps was not used as a language of learning and teaching then, and still is not today. Mrs Barry emphasises in the last comment that children at school are expected to read, write, and speak in standard Afrikaans at school. This demonstrates how strong monoglossic ideologies of pure standardised and bounded languages are in schooling, and how they then devalue children's own linguistic repertoires in the education system. In contrast, though Mary-Anne uses standard Afrikaans when teaching, she also allows learners to use words from their own language, when they are doing mind maps and shared writing on the board together. This at least demonstrates to the learners, that their language is not necessarily inferior to the language of teaching and learning. Thus, by valuing children's linguistic resources, Mary-Anne also challenges, and transgresses from the dominant language ideologies.

Mrs Henry also expresses some personal opinions that show that she has a deficit view of the learners' academic ability.

> *H:…because the children today can't read, and they struggle to read, and the children's parents don't read to them.*

Mrs Henry states above that the children can't read, and that they struggle to read, and implies that it is because their parents don't read to them. She does not talk about what is available to children at home and teach according to what they are familiar with. She focuses on school literacy, which is based on middle class uses of reading (Heath, 2001), where children from working class homes are expected to demonstrate the same literacy skills as middle class children. Without these middle-class literacy practices, the teacher sees the children as deficient. In contrast, Mrs Henry also spoke about one boy who was attentive in class, and able to read:

H: He says he reads at home. He says they help him at home.

D: so, he is actually one of the…

H: privileged…

D: minority…

H: very small minority.

Mrs Henry did not only have negative things to say about the children. She also noted that the new practice of shared writing makes the learners enthusiastic, but she must give everyone an opportunity to speak:

H: ….but they are beginning, because they are now used to, they are beginning to talk more freely. Sometimes I must ask them to let the quiet ones talk, because they are always so enthusiastic, and don't give the quiet ones a chance to talk. I need to quieten the ones who always answer and give the others a chance to speak.

H: It makes them enthusiastic.

This shows that although Mrs Henry may have a deficit view of the learners, Mary-Anne's teaching methods help her to see the learners do have more potential. Mrs Henry says that the shared writing makes them enthusiastic about learning Afrikaans, and they all want their sentences to go up on the board.

Teachers' uptake of the four resources model

In the previous chapter CAPS was discussed in relation to the four resources model. It was noted that CAPS is underpinned by the autonomous view of literacy (Street, 1992), with the focus on the "big five". In contrast, the four resources model consists of four roles: decoder, text participant, text user, and text analyst. Regarding the text participant role Janks (2011) differentiates between the "big five" comprehension that requires the learner to recall information, and the text participant comprehension where learners are expected to be able to make inferences form the reading passage. In Chapter Four, examples from CAPS showed that the emphasis is on decoding, and this is problematic, because the learners do not always understand what they are reading (Janks, 2011). Mary-Anne's workshops and demonstrations on the four resources model, showed the teachers how to prepare the learners for the additional roles of text participant, text user, and text analyst and thus for more complex engagements with texts. My observations focus on three of the roles as I did not see the

teachers engaging with the role of text analyst, however, I did find examples of the teachers engaging with higher order thinking.

Becoming a text user

In Chapter Four CAPS was examined for examples of text user activities in the home language syllabus. The reading, speaking and listening, and writing sections did not contain many text user activities. Mary-Anne dealt with the role of text user in her second workshop, and in her second classroom visit. She encouraged teachers to talk about the structure of different text genres, and to give learners the opportunity to write texts that included different genres.

The classes that I observed with Mrs Varney were primarily focused on the story book genre, but in one of her lessons she also covered poetry and worked with the poem below which was written on the board.

Die verkluimde Akkedis (The frozen Lizard)

Net hier voor my op die grond
Het ek die liefste ding gekry.
Stertjie rooi en verder bont,
En glad nie bang vir my.

Kyk, ek neem hom in my hand.
"Foeitog, kleinding, wat is jy?"
Hier-jy, haai! Jou klein kalant!
Kyk hoe laat skrik jy my!

Mrs Varney read the poem through. After they had discussed lizards and written sentences on the board, Mrs Varney asked them what they call the different sections of the poem. The learners said that they were called paragraphs. Mrs Varney explained that in a story they were called paragraphs, but in a poem, they were called verses (stanzas). She then asked the learners what happens at the end of each line, but the learners did not know the answer to this question. Mrs Varney pointed out the rhyming words at the end of each line to them. She underlined the rhyming words and asked the learners to give her examples of words not found in the poem, that rhyme with them. For example, she would ask the children what rhymed with *grond* (ground) in the second line, and they gave her other examples such as *mond* (mouth). Here, Mrs Varney is also teaching the learners about different sounds, so it falls under decoding, but she does it at the end of the lesson, differently from how many phonics programmes suggest (Adams, 1995). Mrs Varney is also using examples from the poem, so that the sounds that they are practicing are not random but are embedded and have a context (Smith, 1984). Here she is following Mary-Anne's example of leaving decoding until the end of the literacy lesson, working with words from the text that has been read, and dealing with meaning at the beginning of the lesson. Unfortunately, the learners did not get

a chance to do any writing based on the poem, at that time, but when I looked at their books during a later class visit, I could see that the learners had written a short piece on lizards.

Becoming a text participant

Mary-Anne gave the teachers the four simple guidelines we have previously discussed to help them to enable learners to read and understand stories, and to be able to answer a variety of questions about what they have read. These guidelines are not meant to be used prescriptively.

During my classroom observations, I looked at which guidelines Mrs Varney took up in her classroom. In most cases the lessons involved a review of a book that they had already read. One of her lessons was based on the book *Blink gedagtes* (Good ideas).

Mrs Varney read the book to the children, and they read along with her. The children knew the book, but it is also easy for them because it was written as a poem, with a verse that was repeated like a chorus in a song. The main character was a doctor, and there were four patients who had health problems. The doctor had to give them advice, so that they could solve their health problems. For each problem, Mrs Varney asked the children what the solution was before she read it to them, so in this instance she is following Mary-Anne's class visit demonstration, by asking the children questions that require them to predict what will happen. Prediction is not mentioned in Mary-Anne's guidelines, but Mary-Anne always uses prediction, when she is doing literacy lessons, and thus models it to the teachers. For example, she will always ask the learners: "what do you think will happen next?" before turning the page, to see if they can guess what is going to happen.

After the book had been read, Mrs Varney did not ask more questions about the story, but had a discussion with the learners about good ideas. She asked one of the learners what he thought was a good idea, and this gave him the opportunity to express his opinion and to contextualise the theme of the book. He said he thought it would be a good idea to finish Grade 12. Mrs Varney challenged the child by asking him what he is going to do after Grade 12, and the children said "study", and she asks the class for the Afrikaans word. Then, Mrs Varney asked the children for possible titles for their writing based on the book, and the children who suggested titles wrote the titles on the board. Mrs Varney therefore did not follow Mary-Anne's plan directly but used some of the guidelines. Asking a learner for his opinion required him to contextualise the theme and this led to a classroom discussion on good ideas, which focused on educational themes.

In another reading lesson Mrs Varney had already read the book *Die baashond van Bloemstraat* (The top dog of Flower Street). There was already a mind map on the board about dogs (see figure 5.2). In this lesson she asked the children questions about the main character, a dog called Snip (this is part of Mary-Anne's teaching plan). However, it seemed like the answers had been rehearsed, because they knew most of them. In the next part of the lesson, the teacher and the learners discussed dogs. It was a comprehensive discussion to see what the learners knew about dogs and covered several topics including male and female dogs, dog sizes, dog shapes, dog breeds, dogs' diets, and how we should treat dogs, therefore children

could draw on their own life experience to participate. Mrs Varney also asked them which dog was the fiercest, the male or the female, thus asking for their opinions. This lesson illustrates three of the guidelines in part two of Mary-Anne's guide:

1. Asking questions about the main character.
2. Asking for the children's opinions.
3. Using their prior knowledge to contextualise the discussion.

Mrs Barry also uses some of Mary-Anne's guidelines to help learners take on the role of text participants and is enthusiastic about shared writing, according to Mary-Anne. Mrs Barry is one of two teachers who learnt about shared writing before attending Mary-Anne's workshops. Mrs Barry believes that shared writing helps the learners, especially those who don't use the language of learning and teaching at home:

> *B: I enjoyed using it in the classroom, and it helps the children especially the isiXhosa children. Because you use a lot of language, and the who and what questions that helped them, they need to break down/simplify what they don't understand, so that they can understand it better.*

Mrs Barry thus shows how it can help all the learners to be text participants, because they must think about the story they have read to answer these questions. The learners can then use their answers to these questions to contribute towards shared writing.

As far as text participation is concerned, Mrs Henry thinks that it is very important that the learners understand what they read:

> *H: yes, they must be able to understand what they read. It does not help that they just read.*
>
> *H: because I find that many of them, this afternoon I read a story, and then I started to ask questions. It was a very short story and believe me some of the children could not answer the questions. Yes, it was some of the children who were playing, and I told them look what happens when you play, and don't pay attention.*

In the first quote above, Mrs Henry emphasises that learners must understand what they read, because children can read the words without understanding them. In the second quote she says that some of the learners could not answer questions, after they had listened to the book. She said that it is because they were not listening. While this is possible, it is also possible that the learners did not understand what was being read to them.

Being a decoder

In Chapter 4 it was clear that the CAPS curriculum specifies a significant amount of time for decoding. However, Mary-Anne always emphasises meaning making over and above decoding.

In Mrs Varney's lessons, decoding did not happen at the beginning but towards the end of the lesson, according to Mary-Anne's example. In the lesson about dogs, Mrs Varney did some decoding at the end of the discussion on dogs. She asked the learners what dogs eat, and one

of the learners said “leftover food” in English. She asked the learners to translate this into Afrikaans, and they said that it was *oorgestaande kos*. This is a long word and not easy for learners to say. Mrs Varney asked them to clap the four syllables and asked them for the different syllables in a mixed order. Not only did Mrs Varney deal with pronunciation and syllables, but before they did a writing task based on dogs, she asked them “What does a sentence begin with? And What does a question end with?” Mrs Varney was just reminding them about their punctuation, so that they would not forget when writing their stories.

In another lesson Mrs Varney discussed the book called *Liddy die haas* (Liddy the rabbit). The story was about a rabbit who lived with her family and got sick. Mrs Varney asked the learners some questions about the book and had a discussion with the learners about different types of illnesses. There was a mind map of their sentences from the previous day on the board (see figure 5.2.1). Mrs Varney and the learners read the mind map. The learners had difficulty with the word *ambulans* (ambulance) because it is like the English word, but the pronunciation in Afrikaans is different. Mrs Varney practiced the pronunciation with the learners.

Mrs Varney also did some other vocabulary work. She asked the learners if there was a more formal word for the word *pee* (wee) in Afrikaans, and the learners did not know. She gave them the word *urine*, which is like the English word, but pronounced differently in Afrikaans. Mrs Varney ask the learners to explain the difference between *siekte* (illness) and *siektes* (illnesses) focusing on the difference between the singular and plural forms of the noun. The last example was flu and *griep*. She asked the learners what the difference was between the two. Some said that it was different, and some the same. Mrs Varney did not probe the answers that the learners gave her, possibly because she had already discussed this with them previously. Before they did their individual writing, Mrs Varney did some grammar with them, to remind them, as she had done in the lesson about dogs. She asked them these questions (taken from field notes):

> *What comes at the end of a sentence?*
>
> *What comes at the end of a question?*
>
> *What comes at the end of an exclamation?*

The learners could answer all the above questions and participated in a classroom discussion, so they were well prepared for their individual writing task.

In Mrs Henry’s class, I was not able to observe a whole literacy lesson, so I don’t know if she does decoding at the end, like Mary-Anne does. Mrs Henry said that many children memorise the sentences from the stories, but cannot read the individual words, for this reason she uses flash cards. These flash cards come from books that the children have read, so the words have a context for the children. Mrs Henry spoke about the children’s reading thus:

> *H: They know it parrot fashion and they can’t, if the sentences says Gaan weg Flappie (go away Flappie), then I show them weg (away) and ask them what it is, then they can’t read it, but they just read go away Flappie.*
>
> *D: they memorise it.*

H: they memorise it. Now I have to tell them sound the word, look at the word, read me the sentence and look at every word, where do you see the word, that is what I used to do with them, and I still do it, if I see they can't read the word, then I do it again, and I take out the words, and they must show me, and make up the sentence with the words, that helps them.

Mrs Henry helps the learners to decode the words instead of memorising them. She takes the words that they can't read, and lets them sound the words, identify the words, and build sentences with the words that are different from the book.

Mrs Henry also spoke about the similarities between the sounds of the letters in English and Afrikaans, saying that this made studying the two different languages easier for the learners. This is referred to as biliteracy where learners can learn reading, writing, listening, and speaking in two languages (Hornberger, 2012). This is what Mrs Henry said:

H:….*because many of the English sounds, sound like Afrikaans sounds, and all the English sounds have a sign (multimodal gesture and sound) this is h, this is s, this is t, so they know that well. If he does not know that it is an m then I say m the food is delicious, and if they look at the sound, and they are not sure, then I make the sign, and then they know it is m. They remember it well. The English and the Afrikaans.*

D: With the sounds and the signs you do together…

H: It helps them with the English, they are more familiar with the Afrikaans this year.

Mrs Henry helps the learners with the English sounds by using gestures and sentences. For example, as she says above if the sound is an m, and they don't know what it is, then she will rub her stomach and say m the food is delicious. This is the sign she uses for m. This letter sound is the same in English and Afrikaans, and the majority of letter sound the same.

The above section shows that decoding is taught, but that the decoding activities are always taken from a story. Therefore, decoding without a context, as Mary-Anne mentioned in Chapter 4, does not appear in the above classroom observations.

Higher order thinking

In my observations of Mrs Varney's classroom, there was evidence of higher order thinking, based on activities from the guidelines that Mary-Anne gave the teachers for reading lessons. In the lesson based on the book about *Snip the dog*, Mrs Varney asked the learners questions about the main character, asked for the learners' opinions, and let them draw on their previous knowledge during the discussion. The learners also read the mind map about dogs. In the second lesson based on *Liddy the rabbit*, Mrs Varney asked questions about the main character, and gave the learners the opportunity to contextualise the story during the discussion on illnesses. The mind map about illnesses was already on the board, so they read that together. In the third lesson, based on the book "*Blink gedagtes*" Mrs Varney asked them to predict what would happen (when they were reading the story together), and during the discussion she asked them for their own good ideas, therefore the children could relate the book to their own lives. Here she encouraged the children to make text to self-connections,

which is another comprehension strategy, in addition to predictions. In the fourth lesson, Mrs Varney read a poem about lizards with the children, and she asked them some questions about the poem, and wrote them on the board. There was not a mind map, but a list of sentences, and the class read them together. Afterwards she asked them what lizards eat, and one of the learners said that they eat grass, but then Mrs Varney explained why they could not eat grass. This led to a further discussion of lizards' tongues, their diets, and whether they were harmful to humans or not. Mrs Varney always got the learners to do individual writing on the topics that were discussed. Below is an example of writing that they did after the lesson on lizards.

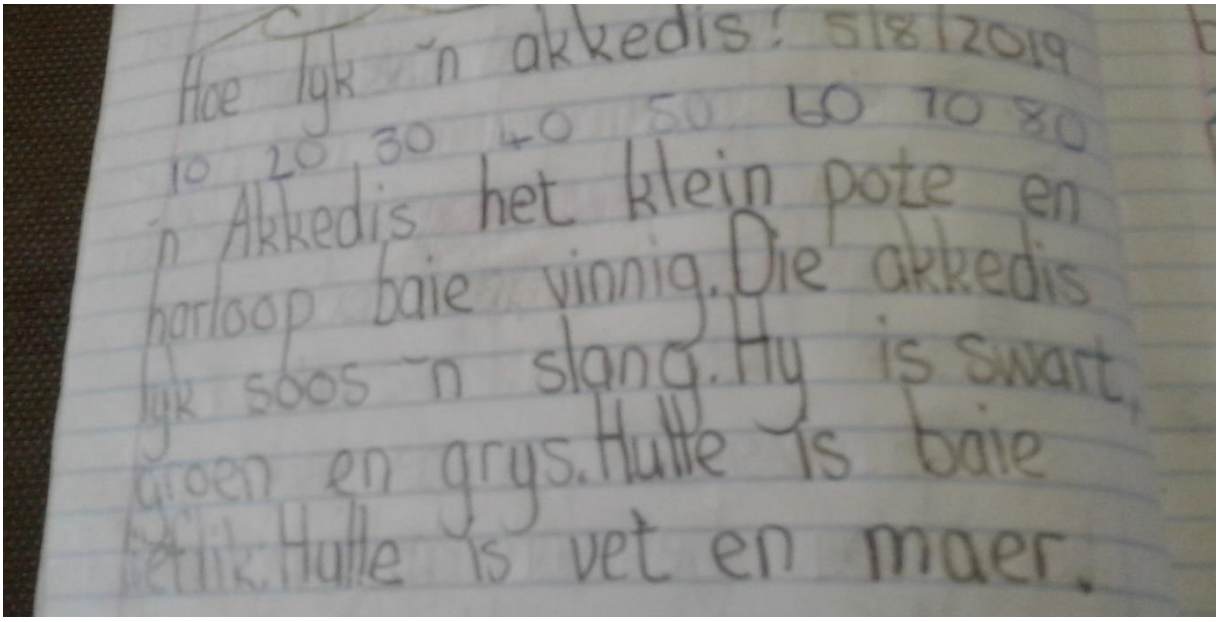


Figure 5.1: Writing about Lizards

Mrs Henry also spoke about Mary-Anne's training and her emphasis on higher order thinking skills. During the interview, I asked Mrs Henry what was different about Mary-Anne's training:

> *H: Mary-Anne's training has a few differences. I think that the questions that she asks them are good and that she challenges the children by asking questions that makes them think. Other people did not cover it in such depth as Mary-Anne. So, I like the fact that Mary-Anne challenges the children. I like that.*

When I asked Mrs Henry about reading for meaning, and if she learnt anything different from Mary-Anne, she also commented on the children's thought processes.

> *H: … the children can give you sentences, with the others you had to lead them, you show them a beautiful picture, and they will look at it and say I see a dog or I see a cat, there is a man, but now they think what is the man doing or what do you think he will do, or what can the cat do, and those types of questions, they think more.*

Before Mrs Henry had training with Mary-Anne she was taught to show the learners a picture, and for the learners to say what they can see (this could even be the picture of a book cover, or an illustration in a book). However, after Mary-Anne's training the teachers encouraged the learners to probe more, and not just to say there is a cat, but there is a cat and what can

a cat do? She showed that Mary-Anne is getting the teachers to motivate the children, to ask questions that will lead them to probe, rather than just retrieve information.

Mrs Henry also spoke about how using the four resources model in the classroom helps to develop higher order thinking skills.

> *H: It challenges the children to use their brains, to think logically, to think about sequencing, because some of them struggle with that.*
>
> *D: Yes, it develops their thinking…*
>
> *H: Thinking capacity and logical thinking.*

Here, she is probably referring to the role of text participant, as Mary-Anne always asks questions to ensure that learners understand the sequencing in a book, which develops their ability to think logically. Mrs Henry also says that it develops their thinking capacity, and this means for them to answer questions that require more than direct recall. For example, in one of Mary-Anne's classroom demonstrations, she read a book to the Grade 1s called *Kassie se glimlag*, (Kassie's smile). In this book Kassie was unhappy, he was not smiling, and he could not talk. His parents thought that they must give him something to make him happy for example new clothes, an ice cream, his favourite tv show, or colouring pens. Kassie's parents gave him many new things, and each time his parents gave him something new, Kassie still did not smile. Each time he got something new, Mary-Anne would ask "do you think he will be happy?" This is so the learners could think about the pattern in the book and predict what would happen next. At the beginning of the book, some of the learners answered yes, and some no, but as the book progressed, more and more of the learners answered no, as they became familiar with the pattern. At the end of the book, Kassie's parents gave him a hug, and he finally smiled.

Integration of speaking, listening, reading, writing, and the creative arts

The previous chapter revealed how Mary-Anne does not separate reading, writing, listening and speaking, as CAPS does. Mary-Anne also talks about integrating language and creative arts in the classroom. Mrs Varney and I discussed the difference between the CAPS approach and Mary-Anne's approach.

Mrs Varney says that CAPS expects teachers to teach reading, writing, listening, and speaking separately, but she combines everything, including grammar and decoding like Mary-Anne does.

> *They want us to do things separately like phonics, vocabulary, conjunctions, and reading is separate. If I do a reading session then I deal with phonics, sight words, and reading for meaning, so I combine them although they are separate in the CAPS. I also do "shared" reading and writing, because this encourages the children to write and love reading.*

For example, during the lesson about dogs discussed above, the learners had a chance to speak, read, listen, and write.

In the CAPS document creative arts and language are supposed to be taught together, but the language teaching requirements, do not prescribe much multimodal teaching. Mary-Anne did adverts with the class, as this is prescribed for Grade 3 in CAPS, and she asked Mrs Varney to let the children do an advert of their own in the classroom. Besides the advert, Mrs Varney covered poetry in one of the classes that I observed, as this is stipulated in CAPS, but otherwise did not include creative arts in her lessons. Mrs Varney did let the children sing, but the songs are used for classroom transitions, for example, if they have finished maths, and need to come and sit on the mat to do reading, then they will sing a song while they are doing it. Therefore, she does not use songs for teaching or as texts within themselves. I noticed dancing in her class, but this was for the subject Life Skills, and was not linked to home language.

Mrs Barry agrees that integrating reading, writing, listening, and speaking is a good idea. She said:

> *B: I think it makes more sense to combine everything and then to put everything back into context, so that the children can understand where it comes from, and why it is there.*

Mrs Barry suggests that is important for learners to engage with language that relates to the bigger picture.

The four resources model does integrate reading, writing, listening, and speaking, but it does not emphasise multimodal teaching. Multimodal teaching is important for learners today, because the environments in which they live are multimodal. Mary-Anne follows the examples of Stein (2013) and Newfield (2011) by demonstrating to the teachers how to include different modes when they are teaching. The example of her demonstration on adverts illustrates this point.

Language teaching in multilingual classrooms

In Chapter Four, the multilingual composition of classes was discussed. Mary-Anne mentioned that the teachers were not enthusiastic about her using other languages during her class visits, but Mrs Varney said that the children love it when Mary-Anne uses words from different languages.

> *They love her stories, and her actions, and she writes all the sentences down just as they say it, if they use a slang word, such as "popo" then she writes it just as it is, and the slang used in the communities. Mary-Anne writes it, but she will also give them the more formal word. She will help them to know the right words, but she uses their words first. They enjoy it.*

Mary-Anne thus uses language as a resource, however, the above can also be analysed in terms of Janks's (2004) access paradox. In her model she writes about domination, diversity, access, and redesign and these involve valuing children's lived experiences, but then exposing and giving them access to what some refer to as the "powerful" language. Mrs Varney does not say whether she approves of it or not but says that Mary-Anne also gives them the correct words, as an alternative to the words from other languages that they might use. This is

redesign of pedagogy by Mary-Anne to incorporate learners' existing knowledge, when teaching them new things.

Below are two mind maps. Figure 5.3 is about *honde* (dogs), and the other Figure 5.3.1 is titled *ek was siek* (I was sick). In the first mind map Mrs Varney uses one English word, shampoo, this word is pronounced the same way in English and Afrikaans, but the spelling in Afrikaans is different - *sjampoe*. The dogs' names are a mixture of English and Afrikaans words, because the learners use both English and Afrikaans names for their dogs. The second mind map is about being sick and has two English words. The first word is "boil" which is an English word, and the second one, is "flu". In the second example, the Afrikaans word is also used, but no Afrikaans word was given for the first one.

Apart from the mind maps, Mrs Varney does use code-switching in her classroom, primarily when discussing vocabulary. She usually asked for some translation from English to Afrikaans or vice versa. English words that were translated into Afrikaans were "left-over food", and "study" (*oorgestaande kos* and *studeer*). Two further words were translated from Afrikaans into English: *griep* and *akkedis* (flu and lizard).

The four resources model does not include guidelines on how to manage multilingual classrooms. On the Cape Flats a dialect of Afrikaans is spoken and learners are not taught in this dialect, but in standard Afrikaans. There are therefore some similarities between their language and the language of teaching and learning. However, some learners also speak isiXhosa and English at home. While English and Afrikaans are Germanic languages, isiXhosa is a Nguni language. This means that the learners who speak isiXhosa face even more challenges in the classroom.

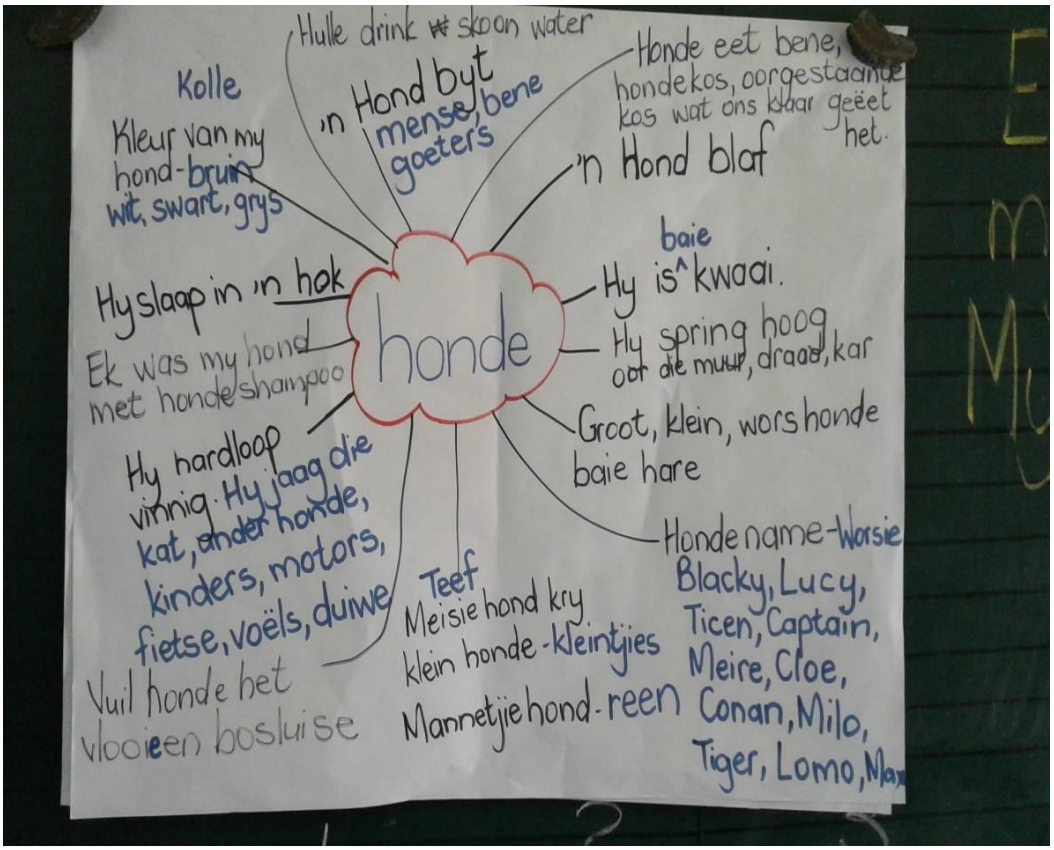


Figure 5.2: Mind map about dogs in Mrs Varney's class

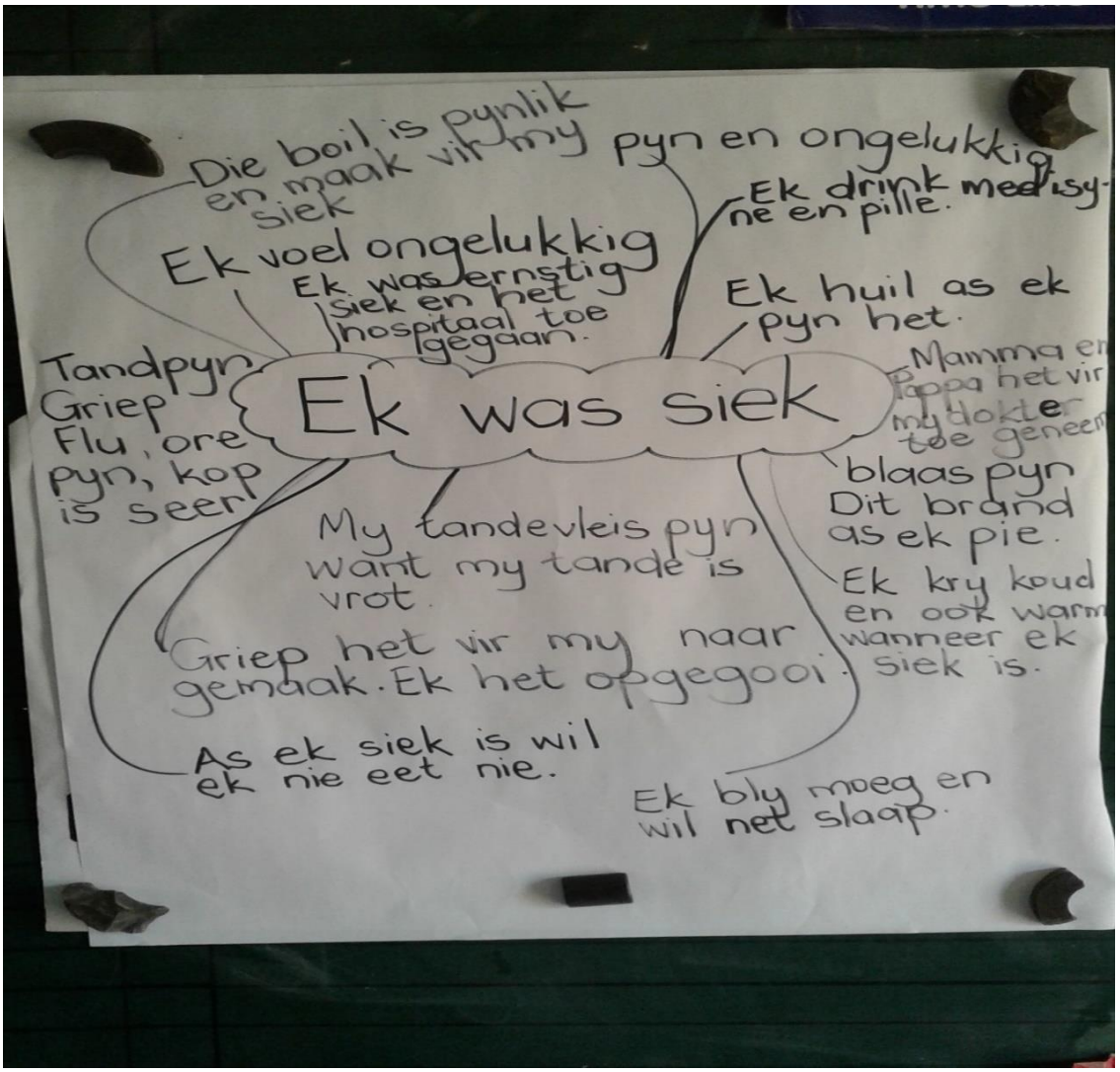


Figure 5.2.1: Mind map on illnesses in Mrs Varney's class

Mrs Barry does not seem to use different languages at all when she is teaching in the classroom. She spoke about the challenges of teaching in standard Afrikaans, which none of the children spoke at home:

> *B:….my journey with Afrikaans was… it was very difficult especially living on the Cape Flats, because what the children speak, and what they expect the child to write, was two different languages, sounds like Afrikaans, but it is more English mixed, with English words, and with words that the communities make up.*
>
> *D: slang*
>
> *B: like slang, ja, it was dominated by slang.*

Mrs Barry says that the problem is that the children are taught in standard Afrikaans, and not in Kaaps, the local dialect. They also use Kaaps on the playground and at home, so according to Mrs Barry it is not easy for them to remember the standard Afrikaans that they have learnt in the classroom. Her language ideology here is that of language as a problem (Ruiz, 2010), as

she says that because they speak a dialect at home, they struggle with standard Afrikaans at school. Therefore, their home language is seen as a barrier to learning Afrikaans.

Mrs Barry also spoke about the isiXhosa learners who don't hear or speak any Afrikaans at home.

> *B: …that is a big problem, but now in my class there were children who speak isiXhosa, whose parents don't speak any Afrikaans, and the child only speaks isiXhosa at home, if he is with his friends then he speaks English.*

According to Mrs Barry, the isiXhosa learners speak isiXhosa to each other on the playground, but they speak English to all the other children. She implies that they are having to juggle three languages simultaneously, and this makes it even more difficult for them, compared to those who speak the local Afrikaans dialect. Mrs Barry said that at Charlie Brown school, there was no Grade R, and this made it even more challenging for the isiXhosa learners in Grade 1.

> *B:….because there is no grade R class to do bridging exercises with them, even if they are short exercises, that for Grade 1 like they are actually in the…. And like it affects them…*

Mrs Barry makes a valid point here because Charlie Brown school is the only school in the *Science in Education* programme that does not have a Grade R class.

Mrs Barry does not have a positive attitude towards different languages in her class, but she speaks positively about the effects of shared writing. She says that it helps the isiXhosa learners and the learners who speak Kaaps. She says this about the isiXhosa learners:

> *B: I enjoyed using it [shared writing] in the classroom, and it helps the children, especially the isiXhosa children. Because you use a lot of language, and the who and what questions that helped them, they need to break down/simplify what they don't understand, so that they can understand it better.*

She says the same about the Kaaps speakers in the class too, that shared writing helps them to be able to understand, and write better:

> *B: …because there must be some barrier, where the child must, the child needs to condense his thoughts and write, and speak it, the language the dialect, is not a writing language.*

Mrs Barry argues that the shared writing helps learners who speak Kaaps and isiXhosa to organise their thoughts, before they do their own writing. The children think in Kaaps/isiXhosa but must write in standard Afrikaans. They must do the mind map, and shared writing in standard Afrikaans, and this gives them practice before they do their own writing.

The children who don't speak the language of teaching and learning are not always encouraged by their parents. According to Mrs Barry many of the parents' have a negative attitude towards Afrikaans, because many of them don't think Afrikaans is an important language.

B:….because the type of parents we have think of Afrikaans as a language that they won't need when they are older….

B: if my child wants to go to college or university then English, so they will focus more on English, and I think four or five parents took their children out of my class last year and put them in a neighbouring school. That is an English school.

Mrs Barry reported that at least four or five parents moved their children from her Grade 2 class at Charlie Brown to the neighbouring English medium school and indicated that if there is space, then more parents will move their children. Mrs Barry has a multilingual classroom and feels that her job is challenging, because of the multilingual groups that she teaches.

In summary, Mrs Varney and Mrs Barry don't draw on all the language resources that they have in their classrooms. Mrs Varney uses English and Afrikaans, but she does not use Kaaps or isiXhosa words. Mrs Barry only used Afrikaans during the lesson that I observed and thinks that her home language is under threat due to the multilingual learners, and their parents, who have a negative attitude towards Afrikaans. Mrs Varney does at least use English and Afrikaans, but Mrs Barry only used Afrikaans during her lesson. Both teachers do not see multilingualism in their classroom as a resource.

Conclusion

Mary Anne did not have a deficit view of the teachers; therefore, she gave them the freedom to choose what was useful to them. In terms of the learners, the teachers did have deficit views of the learners, but the methodologies that they adopted from Mary-Anne, at least helped them to see more potential in their learners. The role of text user was only covered once by Mrs Varney. For the role of text participant, teachers used the questions that Mary-Anne suggested, and this helped the learners to understand what they were reading, and to be able to participate in classroom discussions. The questions almost always involved higher order thinking, so that learners could practice their higher order thinking skills. The teachers did integrate literacy skills, but multimodal teaching was limited during their language lessons. As far as their multilingual classrooms were concerned, teachers did not allow learners to use their own languages in the classroom.

Chapter 6: Conclusion

Introduction

In the first chapter the problem of teaching literacy at foundation phase level in South Africa was emphasised. The local and international literacy test results were shown to be low, and the many previous and current teacher interventions were shown to be ineffective. Literacy teaching in South Africa has prioritised decoding with the exclusion or little emphasis on meaning making. This study therefore examines an alternative intervention which puts meaning making in the centre, drawing on the four resources model involves. The CAPS specifications were used as a basis for exploring how the four resources training differs from CAPS.

Several other foundation phase teacher interventions were discussed in Chapters One and Two. All the interventions (including the *SiE* intervention) include resources, workshops, and classroom follow ups (Fleisch, 2018). However, the four resources intervention differs as it trains teachers and learners how to take on a wider range of literacy roles during their literacy lessons, and thus implicitly critiques pedagogies which are based on the autonomous model of literacy. The other interventions and the CAPS tend to focus on the role of decoder and simple forms of the text participant role, and don't include the higher order thinking that is included in the four resources model and required for local and international literacy tests. These four literacy roles go hand in hand with the belief that learners are capable of higher order, and critical thinking at a young age which contrasts with the deficit thinking on which other literary interventions, and the CAPS is based. In addition, the teachers are also seen as capable because the four resources model is not prescriptive. Teachers are given the opportunity to select activities from the workshops that will be useful to them in their classrooms. Therefore, this teacher intervention does not have a deficit view of learners and teachers.

Key themes arising from the SiE intervention

The SiE intervention differs from the teacher training that has been implemented in the past, and at present. These are largely based on the autonomous model of literacy (Street, 1992) where the focus is on decoding, and the big five, rather than meaning making. In contrast, the *SiE* training is based on the four resources model which is rooted in the NLS and requires learners to take on the roles of text decoder, text participant, text user, and text analyst. All Mary-Anne's workshops and demonstrations always included work on two or more roles, and reading, writing, listening, and speaking were integrated.

Mary-Anne introduced the four resources model to teachers in the workshops and modelled this to them during the classroom visits. With regard to the decoder role, Mary-Anne never taught decoding at the beginning of a lesson, but always at the end of a lesson, once the story had been read, and the learners had done a mind map and shared writing. Her aim was to ensure that learners understood the story first, before she dealt with pronunciation, grammar, and punctuation, and in this way, decoding was never divorced from the context of the story.

Mary-Anne gave examples of specific questions to the teachers, so that they could help the learners to develop their roles as text participants. The questions were divided into two groups - questions that involved direct recall (such as who, what, when, where) and questions that required the learners to engage in higher order thinking. Mary-Anne asked the learners to predict the story as they were reading, and after reading she asked them for their opinions, and to relate the story to their own lives. The higher order thinking questions help the learners to get a deeper understanding of the story.

Mary-Anne covered different genres in one of the workshops with the teachers and gave them specific questions to ask during their lessons, to enable learners to become text users. In the classroom, Mary-Anne demonstrated this by using poems and modelling how to focus on the structure of a poem. This helped learners to start thinking about the structure of different literary genres and enabled them to learn new genre specific terminology.

Mary-Anne dealt with the role of text analyst in the last workshop that I attended. The teachers had to choose from a selection of critical literacy activities. These activities not only required the teachers to think critically, but each activity included a different mode. Some of the teachers did a play, others made up a song, some did a poster, while others wrote a newspaper article. Here, Mary-Anne is not only encouraging the teachers to get the learners to engage in critical literacy activities, but also to use different modes in the classroom.

Mary-Anne also encouraged teachers to draw on the languages spoken by the learners in the classroom. This is not part of the four resources model, but in South Africa and many other countries today, classrooms are no longer homogenous, and teachers need to incorporate different languages. Mary-Anne models this in the classroom by allowing learners to use their own language during the mind map stage of the lessons. Here Mary-Anne is using the learners' languages as a resource, rather than seeing it as a problem in the classroom.

Discussion of findings of teacher take up of the intervention

Take up of the text participant role

Mrs Varney predominantly focused on the text participant role, in her classroom. She extended the usual approach to comprehension as information retrieval and direct recall and did this by using story books to create mind maps, asking questions about the story, facilitating discussions, and getting the learners to contextualise the topic. The questions that she asked were not only questions that involved direct recall, but also questions that asked them for their opinions and expected them to make inferences (Bloom et al, 1956). She also does collaborative writing like the study done by Hall and Christie where teachers wrote collaboratively with their learners.

Mrs Barry spoke about using the Who? What? When? Where? questions to help the learners understand what they had read. She said that they can use these questions to simplify the story for themselves, and they can use the answers to engage in shared writing with the teacher. Mrs Henry says that it is very important for learners to understand what they read, because as mentioned in the decoding section she says that many learners struggle with reading, and memorise the story instead, and when she asks questions, they are not able to

answer. Thus, the teachers are beginning to problematise the autonomous model of literacy by focusing on meaning making as a starting point.

Take up of the text-decoder role

In terms of the decoder role, Mrs Varney did not start lessons with decoding, instead she followed Mary-Anne's example, and kept the decoding for the end. This is because decoding in context is a very important part of Mary-Anne's training. At the beginning Mrs Varney would read the story and get the learners to do various text participant activities, before using examples from the book or the mind map to ask questions about spelling, vocabulary, and grammar. Mrs Varney demonstrated that she understood decoding in context and was able to put it into practice in her classroom. Story reading and the accompanying meaning making processes therefore provides context for decoding. Thus, Mrs Varney can be said to have taken up the notion of text decoder from Mary-Anne's perspective. It could also be said that she is balancing literacy skills by starting with a story and then using it to teach decoding skills, vocabulary and grammar.

Mrs Henry said that the problem with decoding in her class was that many learners struggled with reading, and to compensate for this would often memorise reading passages, therefore they were unable to read it. Mrs Henry took individual words from the story books to check that the learners could read and were not just memorising what they had read before. She asked the learners to sound out the individual words, and to make sentences with them. In this way she was not only checking if they could decode, but also that they could understand and use the words. The learners were not doing decoding for decoding sake, but words were taken from the story that they had been reading, therefore Mrs Henry also provided a context for her learners. Mrs Henry taught the literary skills together because the learners were engaged in reading, listening, and speaking. She also taught these skills within the context of the book.

Take up of the text user-text producer role

The role of text user was not often observed in Mrs Varney's classroom, however this role was only covered in the second workshop, so she only incorporated it after the second workshop. In the lesson she was doing poetry with the learners, so she asked them questions that related to the structure of the poem. She only asked them two questions about the poem's structure, and it appeared that the learners had difficulty in answering these questions. It is not clear whether the difficulty related to their unfamiliarity with poems, or whether they were not used to answering questions about the structure of the text. However, in this lesson Mrs Varney did show understanding of how to train her learners to be text users in the classroom.

Take up of the text analyst role

The role of text analyst was only covered in the third workshop of the year, and this was towards the end of the second term, before the exams. I only got to observe again in the third term, after this workshop. Teachers did critical literacy activities themselves in the workshop and showcased them to the class. These critical literacy presentations were of a high standard,

but I did not observe similar activities in Mrs Varney's classroom. However, as her classes were mostly thirty minutes, and she was doing reviews of the books that she had already done, it is possible that during the actual lesson, she gave the learners critical literacy activities to do. My review showed that critical literacy is not emphasised in the CAPS at foundation phase level, therefore teachers don't necessarily see it as an important part of their teaching.

Take up of higher order thinking

The research has showed that higher order thinking skills are present in all the four resources roles, except the first one. However, according to Bloom's taxonomy (Bloom et al, 1956) the type of higher order thinking required for the different roles, varies. It is important for learners to practise the four types of higher order thinking viz. comprehension, application, analysis, synthesis, and evaluation. Mrs Varney trains the children to understand and apply what they read to other situations, but the analysis, synthesis, and evaluation are still missing from her lessons. Learners in foundation phase do need to practise analytical thinking, but as noted in the previous paragraph, this is not encouraged by the DBE. This is because there is generally a belief that learners cannot engage in critical thinking at foundation phase level underpinned by a deficit view of foundation phase learners, with many believing that only learners in the intermediate phase, senior phase, and FET phase are capable of critical thinking skills.

Mrs Henry said that the difference between training from Mary-Anne and the other trainers was that Mary-Anne asked questions that challenged the learners. The questions that Mary-Anne asks often include higher order thinking skills. The learners also get used to answering the higher order questions and this develops their higher order thinking skills. They develop the ability to think for themselves, and not rely too much on the teacher to help them answer questions about the story. Clearly the teachers had taken this on and while not yet practising it in the classes, were engaging with the ideas and were inspired by Mary-Anne's modelling of it.

Take up of the notion of integration of literacy activities

In CAPS reading, writing, listening, speaking, are dealt with separately, and teachers are expected to teach this way. However, the training encourages teachers to combine reading, writing, listening and speaking, by including at least two of the roles in each lesson. Mrs Varney was successful at combining reading, writing, listening, and speaking during her literacy lessons. She also thought that it was better for learners to learn language this way, rather than to be taught reading, writing, listening, and speaking separately, because she argued their literacy improves more when she combines the literacy skills.

Mrs Barry agreed that it is better to teach reading, writing, listening, and speaking together at first, and then to separate the components if necessary. She stated that context is important, and that using a story book to deal with reading, writing, listening, and speaking works well. In other words, not just doing reading, writing, listening, and speaking exercises that are not connected to each other, but taking all the activities from the same story book.

Take up of collaborative writing as a pedagogical strategy

As far as collaborative writing is concerned (Cunningham et al, 1994) I did not observe this directly. This was probably because all the lessons that they did for me were reviews of lessons that they had already done. In Mrs Varney's case it is possible to deduce that she does collaborative writing with the learners, as she says that it helps their reading and writing to improve. Not only does she speak about it, but she has many mind maps on the back wall of her classrooms, which could be used as further evidence to show that she does shared writing.

Take up of the notion of multimodality: integrating languages and the creative arts

There are two other topics that came up during the research process that are not mentioned in the four resources model, and these are integration of language and creative arts, and navigating multilingualism in the classroom. Integrating language and creative arts is important, because learners need to be exposed to multimodal teaching. Mrs Varney used several modes in her lessons. In one of her lessons she got the learners to recite a poem about animals that they had memorised, then used a poem that they had already done on the board about lizards and showed them pictures of lizards. Here, Mrs Varney uses drama, reading, and pictures to enhance the learners understanding of poetry. In other lessons the only multimodal part would be the illustrations in the book, which she might discuss with the learners, if they read the book. She also sometimes allowed the learners to draw pictures to illustrate their stories. Music was used, but songs were only sung during classroom transitions.

Take up of notion of multilingualism as a resource rather than a problem

Navigating multilingualism in the South African classroom is something of a balancing act because there are eleven official languages, and some dialects that are not officially recognised. The LiEP (DOE, 1997) does recognise all the official languages, but in the classroom, learners are expected to communicate through the language of teaching and learning. Teachers at Charlie Brown school only allow standard forms of Afrikaans and English in the classroom because Afrikaans is the teaching language and English is taken as first additional language. Most of the children speak an Afrikaans dialect, and a few speak Xhosa and English as a home language. Mary-Anne does demonstrate the use of different home languages in the classroom. The teachers are clearly intrigued by the way she does it and notice that the children love it when she does, but this does not seem to be taken up by them and they continue largely to view the use of many languages as a problem in the classroom, and not as a resource.

Limitations

The intervention programme is being rolled out in eight schools but was impossible to include all eight schools in the research. Due to time limitations, and length of study, it was decided that doing one school in depth was better than doing an overview comparison of two schools. The school had five classes at foundation phase level because of the scope of the study, it was not possible to observe all five classes, and interview all five teachers. I chose to focus on one

Grade 3 class where I did the most observations, with brief observations in one of the Grade 1 and 2 classes. The teachers from the classes that I observed were also interviewed.

The observations were limited to four in the Grade 3 class and one in the other classes. Obviously, more observations in the Grade 3 would have been ideal, but due to only being able to spend a few months at the school, on an ad hoc basis, it was not possible. The limited number of observations that were possible, also only gives the researcher a snapshot of what the teachers take up from the intervention programme in their classrooms.

Implications

The next PIRLS test will be in 2021, so we are, at this stage, unable to see any correlation between the implementation of this intervention and the PIRLS literacy results. The WCED's systemic tests are expected to show results after the two-year intervention programme has been completed in 2020. However, from the observations that I have made and from the interviews that I have done, it appears that the intervention has been positively received and is having some degree of impact. All the teachers speak positively about shared reading and writing in the classroom and say that it helps the learners in the foundation phase as they embark on their literacy journey.

In terms of topics not covered by the four resources model such as multimodality and multilingualism, all the teachers are making use of some multimodal teaching, but this is very limited. Managing multilingualism on the other hand seems to be very low on teachers' priority list, and they prefer to stick to languages that the learners are doing as subjects. The use of African languages in the classroom, is still seen as a problem, rather than a resource, despite Mary-Anne's demonstrations that show how language can be used as a resource.

Conclusion

Literacy results in both the PIRLS tests which are written throughout the country, and the systemic tests that have been written in the Western Cape have been poor. The four resources literary intervention was implemented at eight schools in the Western Cape in order to improve the children's literacy results and development. The intervention programme is still in process and will came to an end in May 2020. While it is too early to talk of any correlation between the intervention programme, and the test results, it can be said that the intervention programme is having a positive effect in the foundation phase classrooms that I observed.

Teachers are very enthusiastic about the shared reading and writing intervention, and all say that this really helps the children to grow in confidence and enjoy their literacy lessons. This in turn gives the teachers and learners the motivation to do work of a higher standard, in the foundation phase classroom. Therefore, they are both motivated to go above and beyond the requirements in the home language syllabus, which often has low requirements at foundation phase level.

The intervention of the *Science in Education* programme is currently making a valuable contribution to the improvement of literacy at foundation phase level. However, only one school has been included in the study, and only eight schools are included in the intervention

programme. This intervention programme is currently only available in the Western Cape province. Other interventions have claimed to be successful but the PIRLS results continue to be poor, therefore it is very important to invest in a teacher intervention that differs significantly from previous teacher interventions, in order to determine if a new approach will bring about improved results. This study has laid out the parameters of a different approach and has revealed both the deeply held practices and beliefs of highly experienced teachers, as well as the small and painstaking ways in which these can be shifted.

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Appendices

Appendix A: Examples of interview questions

Questions for selected Foundation phase teachers

1. Tell me about your journey in teaching literacy. What has your own journey been like? How did other people influence it and what changed it?

2. How does the education dept want you to teach literacy?

3. Teachers get a lot of in-service training. I would like to know how Mary-Anne's training is different from other in-service training that you have had?

4. How do you understand reading for meaning?

5. Does Mary-Anne's training bring anything different in terms of RFM?

6. How did you find the training on the four resources model? What did you learn from it?

7. Can you give examples of activities that Mary-Anne introduced that you thought were useful and that you would take up?

8. Why did you think it was useful?

9. Can you tell me about the steps in Mary-Anne's literacy teaching?

10. What is the reason for these steps?

11. In your opinion why do you think she is doing them in this order?

12. What is the importance of shared reading and writing in these steps?

13. Would you follow these steps yourself or would you adapt them for your classroom? How and why would you do this?

14. Would you recommend Mary-Anne's training to other Foundation phase teachers and why would you recommend it?

Questions for Interview Tuesday April 2nd with Mary-Anne about class visits

1. How important is it for the children to have books where they can relate to the topics and why?

2. The books are available in Xhosa, English, and Afrikaans. Many schools have children which study in a language that is not their home language. For example, at Charlie Brown many children speak a dialect of Afrikaans, Xhosa, English or another African language at home. However, in the school everything is in Afrikaans even the story books. Do you think this hinders their understanding of the book, or do you think they are able to understand with the help of the pictures?

3. Do you think the children who don't speak standard Afrikaans are left behind during the reading, shared reading, and shared writing process? How do you think the teachers can help these students who struggle to understand?

4. There is an emphasis in the CAPS foundation phase curriculum on pictures. Why do you think the pictures in the book are so important at the foundation phase level?

5. Why do you think children often struggle with comprehension? Do you think it is because of the language barrier or because they have not had exposure to books at home?

6. How do you help them to improve their comprehension skills?

7. You integrate reading, writing, and speaking whereas caps tends to separate them. How important is it to integrate these three skills for teaching literacy in multilingual classrooms and why?

8. In your workshop the order of the lesson plan was slightly different from the order in the classroom. For example, the mind map was done at step 2 and not at step 4. Is there a reason for this? Do you think it matters whether you do the mind map at step 2 or step 4?

9. How do you think the children feel when their words are included in the mind map and shared writing process?

10. Do you think their own personal involvement helps them to be more engaged and enthusiastic about learning? Yes/No If yes, then what are the reasons for your answer?

11. The children in Grade 1 cannot read yet, but you read and point to the words, so they can follow. How do you think this helps the students?

12. How do you think allowing the students to give their opinions about the book, as in the CAPS document, helps to develop their understanding of the book or comprehension skills?

13. Does it concern you that only one child in the Grade 2 class can read well?

14. Do you think that it is because there is no Grade R in the school, or do you think there are other reasons for this lack of reading skills?

15. How do you think the lack of Grade R in the school affects the children's literacy development from Grade 1?

16. How do you think teachers can overcome this challenge in the foundation phase?

17. Is Mrs Barry the only teacher who has her own personal library and lets children borrow books from it?

18. How effective is shared writing for teaching reading, writing, punctuation, and phonics?

19. Do you find that the children's stories are often lacking in imagination? Why do you think so?

20. What can be done in the classroom in order to improve their imagination?

Appendix B: Mary-Anne's Handouts

Handout 1: 5 Loose texts from Workshop 2

A FABLE: The Boys and the Frogs

Some boys were playing around a pond when they spotted a group of frogs, hopping and swimming about in the water. The boys began to throw rocks at the frogs. They also competed against each other to see who could hit the most frogs. Sometimes the rocks hit the frogs so hard that they died.

Finally one frog hopped upon a lily pad.
"Please stop," he pleaded,
"What seem just fun to you, is death to us."

MORAL **What gives us pleasure should not harm others**

Read this picture graph

Classes	Girls who like climbing trees
Grade 1 b	
Grade 1 a	
Grade 2 a	
Grade 2 b	
Grade 3	

Pumpkin Bredie

Ingredients

meat
pumpkin
chillies
potatoes
onions

Method

1. Brown the onions in fat.
2. Wash the meat and cut it into small pieces.
3. Put the meat on top of the onions.
4. Peel your pumpkin and cut it into larger squares.
5. Flavour the *bredie* with a little salt and a few chillies.

One, two, three

One, two, three,
Mother caught a flea.
She put it in the tea-pot
and made a cup of tea.
The flea jumped out,
mother gave a shout.
In came father
with his shirt hanging out.

Use the <u>Four Resources model</u> to talk about each text.

1. Look at and read each text
2. We want a child to be able to look at a text & identify the <u>name</u> of the text straight away. E.g. It's a poem.
3. Think and talk about <u>WHY</u> the text was written. (Accept any ideas that make sense.)
4. Talk and think about <u>WHO</u> you think the text was written for. (Accept ideas that make sense, e.g. children, grown-ups, boy's girls, teenagers, everyone.
5. Think and talk about the <u>text's STRUCTURE</u>. Ask: "Did you recognise the type of text the moment you saw it. Why? What information did your eyes and brain give you, almost unconsciously? Let's talk about the building blocks (the structure) of the text."

A. Pre-Reading – to introduce concepts / themes

a) KWL or mindmap
What do we know about: goats or trolls

b) **Introduce folktale** – comes from Sweden; show Sweden on a map
c) Sweden is a country with lots of snow, deep rivers, mountains and hills

B. Read Story

C. Post Reading Activities – to develop H.O.T. & deepen & stretch comprehension

TALK Post-READING activities

1. Children's immediate response

- Is there something in the story that you like?
- Is there something that you do not like?
- Is there something that surprised you?
- Did you notice any word patterns?

2. Characters

- List all the characters
- List the main character(s)
- Talk about what you know about one of the characters

3. Think and TALK about the Structure of a Basic Story

Meta-language
Develops when we think & talk about how stories work.

WRITTEN Post-READING activities linked to The Three Billy Goats Gruff.

Teachers choose which activities they want to do in class.
These activities deepen and extend children's knowledge and enjoyment of a STORY..

1
Draw and DESCRIBE Troll

2
Write a LETTER
a) Troll writes to BBGG to apologise
b) BBGG replies

3
Think - What QUESTIONS would you like to ask TROLL?

4
Critical Literacy
challenges discrimination racism/stereotypes & thinks about who has power.
Change BBGG to BNGG
Write a dialogue between Great Big Nanny Goat Gruff and Troll

5
Write a NEW scene
What happened to the troll after he fell into the river?

6 for Grade 3
Draw and create a MAP of the story
Label things on your map, e.g river, hill

7
Make up a SONG and sing it to us
e.g.
Billy Goat Griff's song:
Don't be afraid of bullies

8

More Ideas!
Write:
- an advert: **Missing: A Troll**
- newspaper report
- a poem

Written by MARLENE ROUSSEAU – sweetwaters@iafrica.com

A story to tell or read with children

The Three Billy Goats Gruff

Here is a very old **Swedish folktale**, about three goats who are brothers. Why not tell the story a few times, then encourage the children to have fun and dramatize the story? Do you know that female goats are called *nanny goats*, males *billy* goats and young goats are called *kids*?

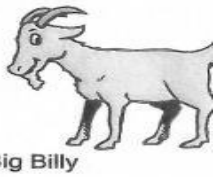
Once upon a time there were three Billy Goats Gruff. There was Little Billy Goat Gruff, Big Billy Goat Gruff, and Great Big Billy Goat Gruff. The three Billy Goats Gruff lived on a hill where they ate the grass.

One day they wanted to go across to the hills on the other side of the river to eat the sweet grass. But they had to cross a bridge, and under the bridge lived a mean ugly Troll.

The first goat to cross the bridge was Little Billy Goat Gruff
TRIP TRAP! TRIP TRAP! TRIP TRAP! TRIP TRAP, he went over the rickety bridge.

"Who's that tripping over my bridge?" roroared the Troll.
"Oh, it's only me, Little Billy Goat Gruff. I'm going to the hills to make myself fat," said Little Billy Goat Gruff.
"Well, I'm coming to gobble you up!" said the Troll.

"Oh no, please don't do that. I'm far too small. Wait until Big Billy Goat Gruff comes. He's much bigger than me."
"Very well," said the Troll.
And so Little Billy Goat Gruff crossed the bridge and began to eat the sweet grass.



The second goat to cross the bridge was Big Billy Goat Gruff.
TRIP TRAP! TRIP TRAP! TRIP TRAP! TRIP TRAP, he went over the rickety bridge.

"Who's that tripping over my bridge?" roared the Troll.
"Oh, it's only me, Big Billy Goat Gruff. I'm going to the hills to make myself fat," said Big Billy Goat Gruff.
"Well, I'm coming to gobble you up!" said the Troll.

"Oh no, please don't do that. Wait for Great Big Billy Goat Gruff. He's much bigger than me."
"Very well," said the Troll.
So Big Billy Goat Gruff crossed the bridge and began to eat the sweet grass.

The second goat to cross the bridge was Big Billy Goat Gruff.
TRIP TRAP! TRIP TRAP! TRIP TRAP! TRIP TRAP, he went over the rickety bridge.

"Who's that tripping over my bridge?" roared the Troll.
"Oh, it's only me, Big Billy Goat Gruff. I'm going to the hills to make myself fat," said Big Billy Goat Gruff.
"Well, I'm coming to gobble you up!" said the Troll.

"Oh no, please don't do that. Wait for Great Big Billy Goat Gruff. He's much bigger than me."
"Very well," said the Troll.
So Big Billy Goat Gruff crossed the bridge and began to eat the sweet grass.

Just then along came Great Big Billy Goat Gruff.

"TRIP TRAP! TRIP TRAP! TRIP TRAP! TRIP TRAP!" he went over the rickety bridge.

"Who's that tripping over my bridge?" roared the Troll.
"IT'S ME! GREAT BIG BILLY GOAT GRUFF!" said Great Big Billy Goat Gruff
"Now I'm coming to gobble you up!" roared the Troll

"Okay! Come! I'm ready for you!" said Great Big Billy Goat Gruff. The Troll climbed up onto the bridge. Great Big Billy Goat Gruff put down his horns, and tossed the Troll off the bridge into the deep deep river. SPLASH!

Then Great Big Billy Goat Gruff crossed the bridge and went up to the hills. The three Billy Goats Gruff were able to eat as much sweet grass as they wanted, and they were never hungry again.

And that was the end of that story!

Retold by Viv Kenyon

Appendix C: Excerpts from CAPS Foundation Phase Home Language

Excerpt 1: Page 9

GRADE 3 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 3 days	45 minutes
Reading & Phonics	Phonics 15 minutes per day for 4 days (1 hour) Shared Reading 20 minutes per day for 3 days (1 hour) Group Reading 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hours 30 minutes)	4 hours 30 minutes
Handwriting	15 minutes per day for 3 days	45 minutes
Writing	20 minutes per day for 3 days	1 hour
	Total per week	**7 hours**

Excerpt 1.1: Pages 16-18

Comprehension:

During the reading lessons the teacher has many opportunities to engage children in a range of levels of thinking and questioning. Here are a few ways of starting questions that will help to develop both lower and higher order comprehension skills.

Literal comprehension

- Identify…. (e.g. *Identify the main character in the story.)*
- Point out… (e.g. *Point out the car the robber was driving.)*

- Read/quote the line that… (e.g. *Read the line that tells you the grandmother was unhappy.)*
- Describe… (e.g. *Describe the villain of the story.)*
- Find… (e.g. *Find the name of the book she was reading.)*
- Show … (e.g. *Show me the part of the story you liked best.)*
- Locate … (e.g. *Locate the place the family was driving to in the story.)*
- State… (e.g. *State the name of the little black dog that ran away.)*

Reorganisation

- Compare…. (e.g. *Compare the two sisters. What was different?)*
- List …. (e.g. *List the places the grandfather visited.)*
- Contrast… (e.g. *Contrast the place where they were living with their new home.)*
- Divide….into…. (e.g. *Divide the different animals in the story into two groups, those that were kind to t and those that tried to eat her.)*
- Classify… (e.g. *Classify the animals in the story.)*
- Summarise… (e.g. *Summarise the story in not more than four sentences.)*
- How is….different to… (e.g. *How is the hero different from the villain?)*

Inferential

- Pretend… (e.g. *Pretend you were the hero. What would you have done?)*
- Suppose… (e.g. *Suppose the zookeeper had left the cage door open. What would have happened?)*
- Could…. (e.g. *Could the man have reached the other side of the river a different way?)*
- What are the implications … (e.g. *What happened because of that decision?)*
- What might have happened if…. (e.g. *What might have happened if his father had gone to see his uncle?)*
- What consequences…. (e.g. *What were the consequences of her actions?)*

Evaluation

- Should… (e.g. *Should her grandmother have told her the story?)*
- In your opinion… (e.g. *In your opinion was the boy right to behave that way?)*
- Do you agree… (e.g. *Do you agree that leaving home was the best choice?)*
- Would you have… (e.g. *Would you have done the same thing if you were in that position?*

- Is it right that… (e.g. *Is it right that his uncle threw him out of the house because he stole some bread?)*
- What best describes… (e.g. *What best describes the main character in the story?)*

Appreciation

- What did you think when… (e.g. *What did you think would happen when the lion opened his mouth?)*
- Is this word/phrase effective for… (e.g. *Is this word a good word to describe the villain?)*
- Do you know anyone like… (e.g. *Do you know anyone who behaves like his sister?)*
- Why did you like/dislike… (e.g. *Why did you dislike her uncle?)*

Work also on meta-cognitive skills to teach children to monitor themselves when reading, both in the area of word recognition and comprehension. Children should be taught to ask: *'Does it sound right?', 'Does it look right?' and 'Does it make sense?'* Model the process in Shared Reading and apply it in Guided Reading with support.

Extract 1.2: 105-107, 109

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Talks about personal experiences. For example, tells news expressing feelings and opinions
- Listens without interrupting, showing respect for the speaker and taking turns to speak
- Uses appropriate language when speaking to friends and adults, recognising the way the class uses slang. For example, telling parents how the ball came to break the window and then telling friends about the same incident

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to a complex sequence of instructions (at least 4) and responds appropriately
- Listens for the main idea and for detail in stories and answers higher-order questions, e.g., "Do you think the title is the best one for this story? Why?"
- Asks questions for clarification and comments on what was heard, e.g., "Did that really happen? Then what did you do?"
- Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."

Weeks 6 - 10

- Participates in discussions, asking questions and showing sensitivity to the feelings of others
- Answers questions and gives reasons for the answers, e.g., "Yes. I think the title tells the reader what the story is about."

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Listens without interrupting, showing respect for the speaker and taking turns to speak
- Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."
- Participates in discussions, asking questions and showing sensitivity to the feelings of others

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences. For example, tells news expressing feelings and opinions

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels - literal, reorganisation, inferential, evaluation and appreciation questions.

Model the five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning: children check by asking whether the word they 'solve' sounds right, looks right and makes sense. Start teaching children this process when they meet unknown words.

- Uses visual cues to talk about a graphical text, e.g., looks at a photograph, and discusses what it is about, where it was taken, etc.
- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)
- Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters

- Reads instructions in the classroom
- Reads different poems around a topic and discusses these (both form and meanings)
- Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"
- Recognises inverted commas to show direct speech in written stories
- Recognises apostrophes in contractions showing both possession and contractions such as Sipho's book, can't

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week. Teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90 - 95% accuracy). Graded reading schemes will mostly be used.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group
- Uses phonics, contextual and structural analysis decoding skills when reading both silently and aloud
- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension
- Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud

Paired/Independent reading (three times a week)

Introduce Paired/Independent reading. Select texts that are known or are at the independent reading level of the child (simpler than those used in shared reading with more than 95% word recognition accuracy when reading the text)

- Reads independently: picture books and simple story books
- Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as Snap, Memory

Excerpt 1.3 Pages 119, 122, 125, 128

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, spelling and grammar (tenses, plurals). Provide a writing frame to assist children to write a story or a description and guide them through the steps of the writing process. Children start their personal dictionaries.

- Draws pictures and writes sentences to show understanding of a story
- Writes instructions, e.g., to a friend
- Contributes ideas, words and sentences for a class story (shared writing)
- Uses a picture to choose a topic to write about
- Talks to a partner to begin planning writing
- Asks questions to help define the writing task
- Writes at least one paragraph of eight sentences such as own news, creative story, description of an incident/experiment
- Writes and illustrates sentences (six to eight sentences) on a topic to contribute to a book for the class library
- Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas
- Uses phonic knowledge and spelling rules to write unfamiliar words
- Uses present, past and future tense correctly
- Uses subject-verb agreement correctly, e.g., I want / She wants …
- Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc.

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

Introduce different genre such as plays and different types of poems.

- Reads enlarged texts such as poems, big books of stories, plays, posters and electronic texts as a whole class with teacher (shared reading)
- Reads a range of different types of poems around a topic and discusses these (both form and meanings, word selection)
- Interprets information from graphical texts such as advertisements, pictures, graphs, charts
- Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer, e.g., "I loved this story because it reminded me of..."
- Answers a range of higher order questions based on the text read, e.g., "Should her grandmother have told her that...?"
- Uses a dictionary to find new vocabulary and their meanings

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Reads different genres such as play scripts
- Uses a range of self-correcting methods when reading: re-reading, reading on, pausing
- Reads with increasing fluency and expression, pronouncing words correctly and accurately
- Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words
- Monitors self when reading, both word recognition and comprehension

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Provide a writing frame to assist children to write personal texts such as a letter. Use Shared Writing activities to model the correct use of punctuation, grammar and parts of speech. Use Shared Reading activities to teach grammar, different sentence types and punctuation.

- Writes personal texts in different forms: a diary entry, a letter to a relative, description
- Drafts, writes, edits and publishes own story of at least two paragraphs (ten or more sentences), with a title
- Writes and illustrates sentences on a topic to contribute to a book for the class library
- Summarises and records information using mind maps, tables, notices, diagrams or charts
- Uses different sentence types when writing such as statements, questions, commands
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas
- Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly
- Joins sentences using conjunctions such as 'and', 'but'
- Uses a variety of vocabulary to make the writing more interesting
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Reads own writing to the class
- Builds own word bank and personal dictionary

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

Include fiction, non-fiction, newspaper articles, dialogues and graphical texts.

- Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, dialogues and electronic texts as a whole class with the teacher (shared reading)
- Reads written texts as a whole class with the teacher (shared reading) and discusses characters, the 'problem' in the story, the plot and the values in the text
- Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g., "Who is this advertisement meant to appeal to? Why do you think this?"
- Answers a range of higher order questions based on the passage read, e.g., "Suppose the shop owner left the door open when he went home that night. What might have happened?"
- Uses a dictionary to find new vocabulary and their meanings

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads both silently and out loud from own book in a guided reading group with the teacher; whole group reads the same story at the instructional level of the group
- Reads with increasing fluency, speed and expression
- Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning

Shared, Group and Independent Writing:

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, spelling and grammar (e.g. use of conjunctions, apostrophes). Provide writing frames to assist children to write a dialogue and a newspaper article. Guide them through the steps of the writing process.

- Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame
- Writes a selection of short texts for different purposes such as recounts, dialogues
- Writes about personal experiences in different forms such as a short newspaper article
- Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)
- Uses informational structures when writing such as experiments, recipes
- Sequences information and puts it under headings
- Uses apostrophes in contractions such as can't, Mary's
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas
- Uses conjunctions to form compound sentences
- Uses phonics knowledge and spelling rules to write more difficult words
- Builds own word bank and personal dictionary
- Uses a dictionary to find new vocabulary and check spelling
- Discusses own and others' writing to get and give feedback
- Makes own books and contributes to class book collection

Appendix D: Examples of Consent forms

Parent Information Sheet

Dear Parents

A case study of shared writing in a Grade 1 classroom

My name is Deborah Jane Cairns and I am a master's student in Language and Literacy at the School of Education at the University of Cape Town. My research aims to explore the use of shared writing in the Grade 1 classroom over one month, and to analyse some of the written texts that the students produce.

There is a lot of research that has been done on shared writing in other countries. This research has shown that the use of shared writing in the classroom can be successful. However, there is very little research on shared writing in South Africa. As many students in South Africa, especially in the foundation phase struggle with writing, exploring the use of shared writing in the classroom, could be most helpful to both students and teachers.

The data collection will take place over one month. However, the children's participation will only be needed during the classroom observations, and the collection of samples of work. The researcher will attend class during the trainer's classroom visits to observe the trainer, the teacher, and the children. After the trainer's visit, the teacher will interview the trainer again, in order to address any questions, the researcher may have. Then the researcher will spend a month in a Grade 1 class observing both the teacher, and children for three to four mornings a week. During this time, class work will be collected for analysis.

Participation is voluntary, and the confidentiality of the school, as well as the teachers, and learners, is guaranteed. The school will be given a pseudonym (different name), and pseudonyms will be used for all participants in the writing up of research. You may withdraw permission for conducting research at any time.

Please fill in the slip below to show that you consent to the research being done. You are welcome to ask any questions about the research by email. My UCT email is CRNDEB002@myuct.ac.za or you can also contact me by Gmail at: chi.aras54@gmail.com. If you are do not have email access, then you can also contact me by phone at 0661725565.

Yours sincerely

Deborah Cairns

A case study of shared writing in a grade 1 classroom

Parent Consent form

Name: **(print)**

(signature)

(date)

I consent to	**Yes**	**No**
1. My child being observed during classroom visits		
2. Samples of my child's written work being collected for analysis		

I understand that my child's participation is voluntary, and that confidentiality will be maintained. I can withdraw my child's participation at any time.

Class teacher information sheet

Dear Sir/Madam

A case study of shared writing in a Grade 1 classroom

My name is Deborah Jane Cairns and I am a master's student in Language and Literacy at the School of Education at the University of Cape Town. My research aims to explore the use of shared writing in the Grade 1 classroom over one month, and to analyse some of the written texts that the students produce.

There is a lot of research that has been done on shared writing in other countries. This research has shown that the use of shared writing in the classroom can be successful. However, there is very little research on shared writing in South Africa. As many students in South Africa, especially in the foundation phase struggle with writing, exploring the use of shared writing in the classroom, could be most helpful to both students and teachers.

The data collection will take place over the period of one month at the Charlie Brown School near Muizenburg, Cape Town. First, the researcher will attend a teacher training workshop to observe the trainer and the Grade 1 teacher and hopes to interview them. Then the researcher will spend three to four mornings a week at the school. The researcher will be doing observations during and after trainer visits. The researcher will be making notes during this time. After the observations, the researcher hopes to interview the teacher, and the trainer. This will help to clarify the information gathered during the observation period. A sample of learners' written work will also be collected for analysis.

The school's participation is voluntary, and the confidentiality of the school, as well as the teachers, and learners, is guaranteed. The school will be given a pseudonym (different name), and pseudonyms will be used for all participants in the writing up of research. You may withdraw permission for conducting research at any time.

Please fill in the slip below to show that you consent to the research being done. You are welcome to ask any questions about the research by email. My UCT email is CRNDEB002@myuct.ac.za or you can also contact me by Gmail at: chi.aras54@gmail.com. If you are do not have email access then you can also contact me by phone at 0661725565.

Yours sincerely

Deborah Cairns

A case study of shared writing in a grade 1 classroom

Teacher's Consent form

Name: **(print)**

(signature)

(date)

I consent to	**Yes**	**No**
1. Teacher being observed in the workshop		
2. Teacher being interviewed after the workshop		
3. Teacher being observed in the classroom		
4. Teacher being interviewed after classroom observations		
5. Teacher being audio recorded for the interviews		
6. Teacher assisting in the collection of samples of class work		

I understand that my participation is voluntary, and that confidentiality will be maintained. I can withdraw my participation at any time.

Principal Information Sheet

Dear Sir/Madam

A case study of shared writing in a Grade 1 classroom

My name is Deborah Jane Cairns and I am a master's student in Language and Literacy at the School of Education at the University of Cape Town. My research aims to explore the use of shared writing in the Grade 1 classroom over one month, and to analyse some of the written texts that the students produce.

There is a lot of research that has been done on shared writing in other countries. This research has shown that the use of shared writing in the classroom can be successful. However, there is very little research on shared writing in South Africa. As many students in South Africa, especially in the foundation phase struggle with writing, exploring the use of shared writing in the classroom, could be most helpful to both students and teachers.

The data collection will take place over the period of one month. The researcher will spend three to four mornings a week at the school. The researcher will be doing observations and make notes during this time. The researcher hopes to interview the teachers at the end of the observation period. This will help to clarify the information gathered during the observation period. A sample of written work will also be collected for analysis.

Participation is voluntary, and the confidentiality of the school, as well as the teachers, and learners, is guaranteed. The school will be given a pseudonym (different name), and pseudonyms will be used for all participants in the writing up of research. You may withdraw permission for conducting research at any time.

Please fill in the slip below to show that you consent to the research being done. You are welcome to ask any questions about the research by email. My UCT email is CRNDEB002@myuct.ac.za or you can also contact me by Gmail at: chi.aras54@gmail.com. If you are do not have email access then you can also contact me by phone at 0661725565.

Yours sincerely

Deborah Cairns

I consent to	Yes	No
1. Children and their teacher being observed in the classroom		
2. the collection of samples of class work		
3. Grade 1 teacher being interviewed		
4. Teacher being audio recorded for the interview		

I understand that my participation is voluntary, and that confidentiality will be maintained. I can withdraw my participation at any time.

A case study of shared writing in a grade 1 classroom

Headmistress/Headmaster Consent form

Name: **(print)**

(signature)

(date)

Appendix E: Ethics Clearance

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20190130–1000
ENQUIRIES: Dr A T Wyngaard

Ms Deborah Cairns
35 Thornhill Road
Rondebosch
7700

Dear Ms Deborah Cairns

RESEARCH PROPOSAL: AN INTERVENTION ON COLLABORATIVE WRITING: TEACHER AGENCY AND CONSTRAINTS IN FOUNDATION PHASE LITERACY CLASSES

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **04 February 2019 till 27 September 2019**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 01 February 2019

SCHOOL OF EDUCATION

Professor Azeem Badroodien

University of Cape Town, Private Bag, Rondebosch, 7701 Level 5, Neville Alexander Building, University South Avenue, Upper Campus Tel: +27 (0) 21 650 2774 Fax: +27 (0) 21 650 3489 E-mail: Azeem.badroodien@uct.ac.za Internet: www.education.uct.ac.za

Clearance number: EDNREC20190101 26th January 2019

Deborah Cairns Masters Program in Education University of Cape Town

Re: Ethical Clearance for Research Project

Dear Deborah,

I am pleased to inform you that ethical clearance has been granted by the School of Education Ethics
Review Committee of the Faculty of Humanities for your Masters research project entitled: The 'four
resources model' in South Africa: an analysis of an in-service teacher training intervention for literacy
at foundation phase level and its uptake by teachers at a Cape Flats school.

We wish you all the best with your study.

Yours sincerely,

Prof Azeem Badroodien Chair: School of Education Research Ethics Committee